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ABSTRACT

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. Divided into four parts, part 1 is a civic education paper, "Principles of Democracy for the Education of Citizens" (John J. Patrick), that discusses facets of the idea of democracy and their relationships to civic education. Part 2 is "An Annotated Bibliography on Civic Education from the ERIC Database" with items selected from 1990 until July 1996 that reflect various projects in the United States and other parts of the world; diverse pedagogical practices; and different levels of education from the primary levels to secondary levels to post-secondary levels. Part 3 includes 15 ERIC Digests on topics in civic education that have been published from 1988-1996. Part 4 is "An International Directory of Civic Education Leaders and Programs" that includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education from many countries and various regions around the world. The Appendix contains: (1) the CIVITAS brochure; (2) a sample ERIC document resume; (3) a sample ERIC journal article resume; (4) a call for ERIC documents on civic education; (5) an announcement for the ERIC Clearinghouse for Social Studies/Social Science Education book, "Building Civic Education for Democracy in Poland" (Richard C. Remy; Jacek Strzemieczny); and (6) "Civic Education on the Internet: An Introduction to CIVNET." (JEH)

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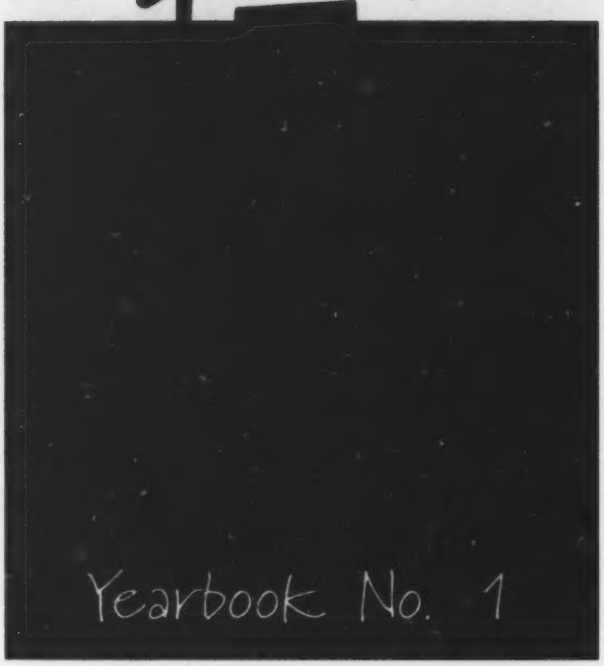

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John J. Patrick and Laura A. Pinhey, editors

The ERIC Clearinghouse for Social Studies/Social Science Education and the Adjunct ERIC Clearinghouse for International Civic Education
1996

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Resources on Civic Education for Democracy: International Perspectives

Yearbook No. 1

John J. Patrick and Laura A. Pinhey, editors

ERIC Clearinghouse for Social Studies/Social Science Education
and the Adjunct ERIC Clearinghouse for International Civic Education

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ERIC, Educational Resources Information Center, is an information system sponsored by the Office of Educational Research and Improvement (OERI), within the U.S. Department of Education.

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Introduction

During the last quarter of the twentieth century, democracy has become an aspiration of diverse peoples in various parts of our world. And with this worldwide interest in democracy has come a corresponding concern about the education of citizens. If there would be "government of the people, by the people, and for the people," then there must be education of the people for their civic responsibilities.

Projects on civic education for democracy have become worldwide phenomena in response to the global surge of democratic hopes and dreams. Participants in these projects, which span the globe, have much to share with each other and much to learn from each other. This volume, therefore, has been developed to facilitate communication and cooperation among democratic civic educators around the world. Toward this end, the editors of this volume have compiled information that will help civic educators respond to the challenges of developing curricula and instructional materials on the rights and responsibilities of democratic citizenship.

RESOURCES ON CIVIC EDUCATION FOR DEMOCRACY: INTERNATIONAL PERSPECTIVES has four main parts. In PART I, there is a civic education paper, "Principles of Democracy for the Education of Citizens," by Professor John J. Patrick of Indiana University. In this essay, Professor Patrick discusses various facets of the idea of democracy and their relationships to civic education.

PART II of this volume is an "Annotated Bibliography on Civic Education from the ERIC Database." ERIC, the Educational Resources Information Center, is an information system sponsored and funded by the United States Department of Education. At the core of ERIC is the world's largest database on education, which contains more than 850,000 records of journal articles, research reports, curriculum and instructional materials, conference papers, and books. Every item in this database pertains to some aspect of education. Thus, civic education is one of the many dimensions of the ERIC database. PART II of this volume includes selected items from the ERIC database, from 1990 until July 1996. The items were selected to reflect (1) various projects in the United States and other parts of the world, (2) diverse pedagogical practices, and (3) different levels of education from the primary levels to secondary levels to post-secondary levels. Information is provided about how to obtain copies of these items.

PART III includes 15 ERIC Digests on various topics in civic education, which have been published from 1988-1996. An ERIC Digest is a brief synopsis (1,500-1,600 words in length) about trends and issues on various categories of education, including civic education.

PART IV is "An International Directory of Civic Education Leaders and Programs." This directory includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education. Persons and organizations of many countries and various regions of the world are represented.

The Appendix contains information about (1) CIVITAS: An International Civic Education Exchange Program, (2) documents and journal articles in the ERIC database, and (3) CIVNET, a resource for civic educators on the Internet.

This volume is a product of the CIVITAS project, a consortium of leading organizations in civic education in the United States and other nations throughout the world. The Center for Civic Education at Calabasas, California, directed by Charles W. Quigley, coordinates and administers the CIVITAS program. The United States Department of Education supports the program, which is being conducted with the cooperation of the United States Information Agency (USIA) and its affiliated offices in participating nations in Eastern Europe and the former Soviet Union. The CIVITAS program enables civic educators from the United States of America and cooperating countries to learn from and help each other in improving civic education for democracy.

RESOURCES ON CIVIC EDUCATION FOR DEMOCRACY: INTERNATIONAL PERSPECTIVES is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. The editors of this volume, John J. Patrick and Laura A. Pinhey, are connected to the CIVITAS program through the Social Studies Development Center (SSDC) of Indiana University. The SSDC, one of the primary organizational partners of CIVITAS, is the host organization of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). Dr. Patrick is Director of the SSDC and Director of ERIC/ChESS. Ms. Pinhey is Co-Director of the Adjunct ERIC Clearinghouse for International Civic Education. Through their work with ERIC, Patrick and Pinhey are well placed to collect, process, and report about documents and journal articles on civic education that pertain to the United States and other parts of the world.

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Part I

Principles of Democracy for the Education of Citizens

by John J. Patrick

I

PART I consists of a paper by Professor John J. Patrick, "Principles of Democracy for the Education of Citizens." This essay was originally published as Chapter One of *Building Civic Education for Democracy in Poland*. This book, edited by Richard C. Remy and Jacek Strzemieczny, was published in 1996 by the National Council for the Social Studies and the ERIC Clearinghouse for Social Studies/Social Science Education. The original title of this paper was, "Principles of Democracy for the Education of Citizens in Former Communist Countries of Central and Eastern Europe."

This essay discusses the idea of democracy—what it is, and what it is not. This definitional discussion treats various facets of the idea of modern democracy, such as constitutionalism, individual rights, distribution of power in government, and civil society. Finally, this paper connects the conceptual discussion of democracy to civic education. The essential components of civic education for democracy are examined.

The author of this paper, John J. Patrick, is a Professor of Education at Indiana University, where he also serves as Director of the Social Studies Development Center and Director of the ERIC Clearinghouse for Social Studies/Social Science Education. He is the author or co-author of many publications on civic education. He has participated in many national committees, commissions, and projects on civic education. Since 1991, he has been involved in civic education projects in former communist countries of Central and Eastern Europe.

Principles of Democracy for the Education of Citizens

John J. Patrick

From 1987 through 1991, as we Americans celebrated the Bicentennials of our Constitution and Bill of Rights, long-repressed peoples of Central and Eastern Europe overthrew despotic regimes and contemplated an unprecedented social and political transformation. They intrepidly intended to construct constitutional democracy from the ruins of totalitarian communism. And they quickly recognized the critical importance of civic education to their aspirations. Vaclav Havel, the great Czech leader, wrote, "The most basic sphere of concern is schooling. Everything else depends on that."[1] His opinion echoes throughout the region. An Estonian educator (Sulev Valdmaa), for example, told me during a recent interview, "Development of a free and democratic Estonia depends upon development of effective and pervasive civic education for Estonian citizens. It can happen no other way."[2]

An Unprecedented Opportunity for Democratic Civic Education

Educators of Central and Eastern Europe have looked to the West, especially to the United States of America, for inspiration, material aid, and, above all else, ideas for civic education in support of constitutional democracy. Can we help them? Can ideas of American civic education, embedded in our founding documents, become staples of curricula in schools of former communist countries such as Estonia, Poland, and the Czech Republic? What ideas should be at the core of the curriculum of civic education for democracy in countries moving from totalitarian communism to constitutional democracy?

I seriously considered these questions for the first time during three intense days in mid-September 1990 at an extraordinary meeting in the home of our fourth president and greatest constitutionalist, James Madison. I was among a small group of Americans invited by the National Trust for Historic Preservation to Madison's Montpelier in Virginia's Orange County to discuss civic education for democracy - its goals, substance, and methods - with representatives of former communist countries of Central and Eastern Europe. The Europeans earnestly expressed their hopes for a democratic future and their fears of problems inherited from their communist past. Jacek Strzemieczny, a Polish educator, stressed the complex problem of overcoming the residual effects of Marxist civic education, which for more than 40 years had directed the minds and spirits of teachers and students toward ends diametrically opposed to constitutional democracy. He lamented, "Teachers of history [and civics] were either indoctrinated or repressed. We have to start over completely and train the trainers of the teachers. We are trying to fill an empty well with an empty bucket in a very great hurry."[3]

Dr. Strzemieczny and other Central and Eastern Europeans asked the Americans at Montpelier for help in filling the "empty bucket" and thereby initiated projects in civic education that have brought me and American colleagues several times to five former communist countries: Czech Republic, Estonia, Latvia, Poland, and Romania. My visits have been more numerous and for longer periods to Estonia, Latvia, and Poland. During these trips to Central and Eastern Europe, I have had various rich experiences pertaining to civic education for democracy. For instance, I have been a lecturer and leader of seminars for primary and secondary school teachers, a consultant on curriculum development projects, and an observer of teaching and learning in schools. Further, I have met and exchanged ideas on civic education with professors of universities, officials of education ministries, members of parliaments, and leaders of civil society organizations.[4]

My recent experiences as a civic educator in Central and Eastern Europe have stimulated me to rethink and recast ideas about the uses of civic education for develop-

ment of democratic citizenship. But more than ever, I am convinced that the subtle and often paradoxical ideas of constitutional democracy and liberty cannot be implemented successfully without a certain level of public understanding and support for them. Institutions of constitutional democracy, no matter how well constructed, cannot be a "machine that would go of itself."[5] The efficacy and utility of the institutions rest ultimately on widespread comprehension and commitment, among masses of citizens, to the ideas at their foundations.

Political and civic ideas matter. Good ideas yield good consequences. But only if they are widely known, believed, and practiced, which points to an indispensable place for civic education in the great transformation from totalitarian communism to constitutional democracy in Central and Eastern Europe, for which so many people have sacrificed and yearned. So the primary question of civic education for this great transformation is about key ideas: *What are the principles of democracy that learners must know and support, if they would be prepared for citizenship?*

Treatment of this question, and the ideas embedded in it, certainly does not exhaust the topic of what and how to teach democracy through civic education. This discussion, however, does highlight fundamental elements of any workable and conceptually sound curriculum, which may be elaborated and practiced variously to suit social and cultural differences. The assumption is that the ideas presented here about curricular content are necessary, if not sufficient, to the development of democratic citizenship in Central and Eastern Europe or anywhere else in the world.

A Minimal Definition of Democracy

The first task of democratic civic education is clarification of the key idea, democracy. The global popularity of democracy as the preferred label for various political systems has obscured and confounded the concept. Since mid-century, democracy has become a virtually unchallenged "good idea," so that most regimes of our world have appropriated this term, although a minority of them have operated democratically. Totalitarian communist regimes, for example, were called "people's democracies." And various one-party dictatorships of post-colonial states in Africa and Asia have claimed commitment to democratic goals and procedures.

Given the semantic disorder associated with usage of the term democracy in the twentieth century, how should this key idea be introduced, defined, and elaborated upon in civic education programs? This is the recommended response: Introduce a minimal definition of democracy and then elaborate upon it through explication of a set of basic concepts with which it is inextricably associated in the operations of any authentic democratic polity. The intended educational outcome is to provide students with criteria to assess and appraise proposals and practices for which democratic claims are made. Students would possess intellectual tools for interpreting and judging the extent to which political systems (including their own) are, or are not, exemplifications of democracy. They would also acquire conceptual foundations for responsible citizenship in a democracy. If citizens would establish or improve a democratic political system, they must know what democracy is, how to do it, and why it is good.

Ancient and Modern Concepts

Construction of a minimal definition of democracy for today's world begins with a look back to the ancient world. The roots of democracy, more than 2,500 years old, are in the ancient city-republics of Greece, where the people (*demos*) began to rule (*kratia*). Democracy (*demokratia*) in ancient times, rule by the many, was commonly compared to aristocracy, rule by the few, and monarchy, rule by one. The ancients practiced direct democracy on a small scale. That is, the citizens (all people included in the polity) had the right to participate equally and immediately in making and executing public decisions for a very small realm, the *polis* (community of the city).[6]

Political thinkers of modern times, from the *philosophes* of the European Enlightenment to the founders of the United States of America and thereafter, have pointed to critical deficiencies of ancient democracy, such as its proclivity for disruptive factional conflict, majoritarian tyranny, excessive claims on the individual in behalf of the community, disregard of personal or private rights, and inept administration of government.[7] Thus, James Madison wrote in his celebrated 10th Federalist Paper, "[t]hat such democracies have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths."[8]

As in ancient times, democracy in our modern world still is, in Abraham Lincoln's memorable words, "government of the people, by the people, and for the people."[9] Democracy today, however, is representative, not direct; and the nation-state, not the small city-republic, is the typical large-scale realm of the modern polity. Furthermore, unlike the very limited citizenry of the ancient *polis*, today's democracies are inclusive; virtually all inhabitants of the realm may possess equally the rights and privileges of citizenship.

Differences aside, however, the linkages of ancient to modern democracy are visible in a widely held minimal definition of democracy today, which provides a criterion for distinguishing democratic from non-democratic regimes. This is the *criterion* and minimal definition: *A political system is "democratic to the extent that its most*

powerful collective decision makers are selected through fair, honest, and periodic elections in which candidates freely compete for votes and in which virtually all the adult population is eligible to vote."[10] Thus, for example, a political system is undemocratic if there is no authentic opposition party to contest elections, or if the right to vote or otherwise participate is systematically denied to particular categories of persons for reasons of race, ethnicity, religion, ideology, and so forth. *This minimal definition emphasizes that the free, open, regular, fair, and contested election - decided by popular vote - is an essential condition of representative democracy.* In a representative democracy, there is government by consent of the governed, which is the only legitimate basis for the exercise of authority by some persons over others. Institutions of government are either directly or indirectly accountable to the people, the citizens. And the people's representatives in government may exercise power only if it is granted to them legally by the citizens. Thus, the rulers are public servants of the ruled, who have the right and responsibility to affirm or reject their rulers through periodic public elections. During the interval between elections, citizens have the right and responsibility to influence their representatives in government through various channels and practices.

In a democracy there is majority rule expressed directly by citizens or indirectly through their representatives. Any governmental body that makes decisions by combining the votes of more than half of those eligible and present is acting democratically. In order to sustain the democracy, however, majority rule must be tempered by minority rights. Thus, all individuals, including those outside the majority of the moment, are able to participate fairly, freely, and openly to influence their government.

Criteria for Civic Education

Protection of the political and personal rights of citizens, including those in the minority, depends upon constitutionalism (the rule of law) and civil society, which are included in the following widely accepted definition: "[A] democracy is a political system institutionalized under the rule of law. [There is] an autonomous civil society, whose individuals join together voluntarily into groups with self-designated purposes [to] collaborate with each other through mechanisms of political parties and establish through freely contested elections a system of representative government."[11] Like the preceding minimal definition, this one emphasizes free, fair, open, and competitive elections. This second definition, however, adds two central concepts, constitutionalism and civil society, which are stressed in subsequent sections of this chapter.

Teachers and students of civic education should use the concepts in these two definitions as criteria by which to compare and evaluate political systems and thereby to determine whether they are more or less democratic. These cognitive exercises will reveal that the concepts or principles of democracy are practiced variously. There is no single set of institutions that exactly and exclusively embodies democracy. Rather, there are constitutional and institutional variations on the central themes or concepts.

Citizens in different countries have developed various models of democracy.[12] The populist and communitarian models emphasize citizen participation, civic responsibility, and the common good. The liberal democracy model calls for strictly limited government with the primary purpose of securing liberty and other rights of individuals. The social democracy model stresses a strong government acting affirmatively to promote the public good through state-centered regulations and welfare programs. These different models, or various combinations of them, can be judged democratic only if they conform to certain concepts or principles - the criteria by which an inquirer decides the extent to which a political system is, or is not, a democracy.

The democracies of our contemporary world tend to be mixed systems, which include characteristics of two or more theoretical models of democracy. Differences of opinion about the best mixture of characteristics from different models (for example, the liberal and social models of democracy) have raised critical public issues in Central and Eastern Europe and elsewhere. These critical issues should be part of civic education for democracy.

In its emphasis on limited government to protect individual rights, the following discussion favors the model often named "liberal constitutional democracy." *This model holds that the highest purpose of government is to secure for all its members such individual rights as life, liberty, property, equality of opportunity, and the personal pursuit of happiness and thereby to promote the common good.* This model, like all genuine theories of democracy, emphasizes constitutionalism and civil society, which are discussed in this chapter as central concepts of civic education for democracy.

Constitutionalism and Democracy

Modern democracies operate in terms of constitutions, or fundamental laws, established by consent of the people, which grant and limit the powers of government. There is, therefore, limited government according to the rule of law, which is supposed to prevent arbitrary and abusive exercise of power. No one, not even the chief executive or the leader of parliament, is above the law, which equally binds and protects all persons of the polity.

Limited government and the rule of law, according to the provisions of a constitution of the people, are the foundations of *constitutionalism* in democratic government. Here is a formal definition of constitutionalism: It is the

"forms, principles, and procedures of limited government. Constitutionalism addresses the perennial problem of how to establish government with sufficient power to realize a community's shared purposes, yet so structured and controlled that oppression will be prevented."[13]

Constitutionalism in a democracy both limits and empowers government of, by, and for the people. Through the constitution, the people grant power to their government to act effectively for the public good, which is formulated and implemented by majority rule of the people's representatives. There are, however, constitutional limits on the power of the majority to rule through representatives in government. An ultimate purpose is to protect the rights of all persons in the polity, including unpopular individuals or minority groups, against the threat of tyranny by the majority or by any other source of power. Thus, the supreme law of the constitution, established and supported by the people, limits the power of the people's government to secure the rights of everyone against potential abuses by the government. This is why a modern democracy, operating within the framework of a constitution, is precisely labeled a constitutional democracy to indicate clearly that the people's government may NOT legally exercise power in certain ways deemed undesirable by the people.

Constitutionalism and Individual Rights

Constitutional limitations on the democratic government's power are absolutely necessary to guarantee free, fair, open, and periodic competitive elections by the people and their representatives in government. The traditional constitutional rights of free speech, free press, free assembly, and free association must be guaranteed if elections are to fit the minimal definition of democratic government. Further, the rights of free expression and protection from abuses by the government in legal proceedings against the criminally accused are necessary to maintain loyal but authentically critical opposition to the party in power. There must be little or no possibility for rulers to punish, incarcerate, or destroy their political opponents.

Constitutionalism, properly understood, is not antidemocratic in its limitations on majority rule and the popular will. Rather, it protects a democratic government against certain maladies or deficiencies, well known to students of the ancient *polis*, which could lead to the demise of a democracy. Cass Sunstein, a notable American political scientist, says it well: "[A] central goal of constitutional democracy is to secure a realm for public discussion and collective selection of preferences [through public elections, for example] while guarding against the dangers of factional [majoritarian] tyranny and self-interested representation."[14]

Constitutionalism in a democracy denotes an unshakable commitment to limited government and the rule of law for the two purposes of protecting **individual rights** and enabling authentic democratic government to operate for the **public good**.

Many nation-states with seemingly democratic constitutions, however, do not function as constitutional democracies. Constitutional appearances can be very deceptive. The modern world has been filled with sham constitutions, which have presented a facade of constitutional democracy with little or no correspondence to reality. Soviet-style constitutions of the recent past grandly proclaimed all kinds of rights while guaranteeing none of them.

Constitutionalism in Civic Education for Democracy

Bronislaw Geremek, a former member of Poland's parliament and an eminent historian, provides an apt warning to civic educators about their lessons on constitutionalism: "Constitution: it is difficult to imagine another word more likely to be abused and compromised in a totalitarian system [such as Poland under the Communists]. . . . The citizens' education, as then practiced, made the constitution its subject matter. But we all realize how much the idea of citizens' education was not only abused but also compromised by school education."[15] If lessons about constitutionalism are to be effective, they must be grounded in reality, with open inquiry about positive and negative examples of constitutions and constitutional practices in all parts of the modern world, including democracies of the West.

The way to proceed is aptly indicated by Wiktor Osiatynski, a highly regarded Polish scholar and adviser to his government. He recommends that the idea of constitutionalism should become the foundation for development of democratic government and civic education. According to him, "[T]he goal is constitutionalism as an awareness of rights and of some legal order in which the citizens live - of a consciousness of limited powers, of measures for appeal, of rules of the game which allow the citizens to foresee the future."[16] Thus Osiatynski and many others like him in his region of Europe would constitutionalize democracy, in civil government, civil society, and civic education, to secure the immutable rights of all persons living under the regime's authority, including unpopular minorities and individuals.

To fully understand, analyze, and appraise democracy in modern times, and to distinguish it from non-democratic forms of government, students of civic education, in Central and Eastern Europe or elsewhere, must connect constitutionalism to their definition of democracy. The following criterion is offered as an example that can be explicated with students of civic education. *A constitutional democracy is a popular, representative government - based on free, fair, and periodic competitive elections of*

representatives by an all-inclusive pool of voters - which is both empowered and limited by the supreme law of a constitution to act for the public good and to protect the individual rights of everyone in the polity and thereby to support democratic procedures in elections and public policymaking. This criterion incorporates and builds upon the minimal definition of democracy presented in the preceding section.[17]

Distribution of Power and Constitutional Democracy

Separation of powers is one way to design and use a constitution to distribute power to protect individual rights and support democratic procedures. James Madison stated the importance of separation of powers to prevent tyranny in the *47th Federalist Paper*: "The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny."[18] Without some type of effective distribution of power, there cannot be an authentic constitutional democracy.

The American model of constitutional democracy distributes power among three coordinate branches of government: the legislative, executive, and judicial departments. Each branch has constitutional means to check the actions of the other branches to prevent any of the three coordinate departments from continually dominating or controlling the others. These constitutional checks involve practical overlapping and sharing of powers among three distinct branches of the government, each with a particular function.

There are many examples in the United States Constitution of ways that one branch of the government can check the actions of another branch to maintain a balance of powers among the three branches of government. For example, the President (executive branch) can check the Congress (legislative branch) by vetoing bills it has passed. The Congress, however, can overturn the President's veto by a two-thirds vote of approval for the vetoed bill. The Supreme Court (judicial branch) can use its power of judicial review, if warranted, to declare unconstitutional actions of the executive or legislative branches. The people at large, acting in terms of Article Five of the Constitution, can nullify the Supreme Court's use of judicial review by amending the Constitution to trump or overturn a particular decision by which the Court declared an act of Congress unconstitutional. Additional examples of the checks and balances system can be found in Articles I, II, and III of the United States Constitution.[19] In the *48th Federalist Paper*, James Madison highlighted the relationship of checks and balances to separation of powers as a means to effective constitutionalism. Madison wrote that unless the separate branches of government "be so far connected and blended [or balanced] as to give to each a constitutional control [check] over the others, the degree of separation . . . essential to a free government can never in practice be duly maintained."[20]

Of course, the American model is merely one way to distribute power in constitutional government. There are other workable structures, such as those associated with various forms of the parliamentary type of constitutional democracy. The parliamentary democracies usually exemplify legislative primacy vis-a-vis the executive functions of government. However, they also tend to have a separate and truly independent judiciary, including a constitutional court with the power of constitutional review, which is roughly similar to the judicial review of the American system. The government of the United Kingdom of Great Britain is a notable exception to this global tendency on judicial operations. So is the Constitution of Latvia, which subordinates the judiciary to the parliament, which, however, is directly accountable to the people, as is the government of the United Kingdom. Authentic democracies - whether parliamentary, presidential, or some other type - are based on the citizens and are accountable to them. Thus, regardless of variations in constitutional design of institutions, the citizens collectively and individually have the primary and ultimate responsibility for maintaining their democracy and protecting their rights.

Judicial Independence and Constitutional Review

A notable worldwide trend in the development of democracy has been the distribution to an independent judiciary of the power to declare legislative and executive acts unconstitutional. This is a critical constitutional means to stop the legislative and executive powers from being used to violate individual rights and subvert democracy. A bill of rights in a constitution may eloquently declare lofty words about rights to life, liberty, property, and various forms of social security. But these rights will be practically useless unless there is governmental machinery to enforce them against acts of despotism. In the *78th Federalist Paper*, Alexander Hamilton argued, "The complete independence of the courts of justice is peculiarly essential in a limited constitution. . . . Limitations of this kind [to protect the rights of individuals] can be preserved in practice no other way than through the medium of courts of justice, whose duty it must be to declare all acts contrary to the manifest tenor of the Constitution void. Without this, all the reservations of particular rights or privileges would amount to nothing."[21]

The constitutional courts of former communist countries of Central and Eastern Europe tend to concentrate their work on constitutional questions. Issues that pertain

only to statutory interpretation, apart from the constitutionality of a law, usually are resolved by the lower courts, without action by the constitutional court. Unlike the American judiciary, these constitutional courts may provide opinions about the constitutionality of an act apart from the adversary process whereby a real case involving the act at issue is brought before the court by a prosecutor or someone filing suit against another party. Thus, these constitutional courts may render advisory opinions, which is not done by the American judiciary.[22]

The essence of constitutional review by the constitutional courts, however, is the same as the judicial review of the American judiciary. This power of an independent judicial branch of government is used to protect immutable individual rights to life, liberty, and property and sustain the fundamental procedures of democracy that depend upon freedom of expression, freedom of assembly, freedom of association, and freedom to participate in public elections and other public actions aimed at influencing and holding accountable the people's representatives in government.

The importance of an independent judiciary and judicial review to constitutionalism in democratic government is underscored by Herman Schwartz, who has served as an adviser on constitutionalism in several countries of Central and Eastern Europe. He believes that "whatever chance these countries have to continue developing into constitutional democracies depends on strong, independent courts that can repel legislative and executive encroachments on their constitutions."[23]

There is, however, another side to the long-standing debate on how best to secure liberty, democracy, and the public good for a country and its people. Participatory models of constitutional democracy, in contrast to the liberal model emphasized in this chapter, emphasize continuous interaction of the people with their parliamentary representatives. There is an immediate and direct accountability of the legislature, the supreme branch in this model of democratic government, to the people who are the ultimate guardians of their liberty. Critics, however, have claimed this model of democratic government to be prone to lapses in effective leadership and to majoritarian tyranny. Nonetheless, some constitutional governments of former communist countries, such as the constitutional government of Latvia, exhibit populist inclinations in their emphasis on parliamentary supremacy. These constitutional governments, however, also emphasize commitment to individual rights.

Distribution of Power in Civic Education for Democracy

The distribution of power in democratic governance is subsumed by the higher-order idea of constitutionalism. It is a necessary, if not sufficient, part of any constitutional design to secure individual rights and support democracy. If civic educators in Central and Eastern Europe and elsewhere would teach their students to understand, analyze, and appraise democratic governments, then they must teach them the idea of distributed powers, with attention to an independent judiciary with power to declare unconstitutional, when warranted, the acts of government officials. Students should also examine and appraise the advantages and disadvantages of alternative systems of distributed powers, in which the legislature and judiciary operate differently from their counterparts in the American model of constitutional government.

Students should be taught to use the idea of distributed and limited power as a criterion by which to comparatively analyze and appraise the authenticity of claims about democratic governance. They should understand that there are different practicable ways to achieve distribution and limitation of power in a constitutional democracy. However, they must know that a government with little or no practicable distribution of power cannot realistically be called a constitutional democracy.

Civil Society and Constitutional Democracy

A vibrant civil society is an indicator of effective constitutionalism in a democratic government. By contrast, a genuine civil society is impossible under a totalitarian government, which attempts to concentrate all power in a centralized state dominated by one party. The emergence and growth of civil society organizations during the 1980s in former communist countries, such as Poland and Czechoslovakia, signaled the coming fall of the once-dominant communist regimes.

What is civil society? How is it related to constitutionalism, individual rights, and democracy? And why is it necessary to the freedom and workability of any democratic polity? *Civil society is the complex network of freely formed voluntary associations, apart from the formal governmental institutions of the state, acting independently or in partnership with state agencies.* Apart from the state, civil society is regulated by law. It is a public domain that is constituted by private individuals.[24]

According to Jean L. Cohen and Andrew Arato, "We understand civil society as a sphere of social interaction between economy and state, composed above all of the intimate sphere (especially the family), the sphere of associations (especially voluntary associations), social movements, and forms of public communication. Modern civil society is created through forms of self-constitution and self-mobilization."[25] Examples of civil society organizations are free labor unions, religious communities, human rights "watchdog" groups, environmental protection

groups, support groups providing social welfare services to needy people, independent newspaper and magazine publishers, independent or private schools for youth, and so forth.

Civil society is distinct from the state but not necessarily in conflict with it. In unitary models of democracy, emanating from the political philosophy of Rousseau, the relationship of the individual to the state is direct and total, and private organizations, apart from the state, are discouraged. In this conception of the democratic state, civil society organizations, if they exist at all, will be in conflict with the all-encompassing government, which may tend toward totalitarianism. By contrast, pluralist democracies, both the liberal and communitarian types, include many different kinds of civil society organizations, acting freely and independently of state control for the public good, which the state may also seek. Civil society organizations may act in harmony with the purposes of the state, if not always in agreement with particular practices of state agencies. But they also may act as an independent social force to check or limit an abusive or undesired exercise of the state's power.

In its pluralism, privatism, and decentralized communitarianism, civil society is a countervailing force against state-centered despotism and a guardian of civil liberties and rights. According to Ernest Gellner, "Civil society is that set of diverse non-governmental institutions, which is strong enough to counterbalance the state, and, whilst not preventing the state from fulfilling its role of keeper of the peace and arbitrator between major interests, can nevertheless prevent the state from dominating and atomizing the rest of society."[26]

In an authentic modern democracy, constitutionalism functions to protect individual rights to free expression, free assembly, and free association upon which the activities of civil society are based. Thus there is a top-down, from the constitution of the state, legal protection for the free establishment and operation of civil society organizations.

But there is also a bottom-up, from the people in local communities, practice of democratic participation in civil society organizations that contributes indispensably to the democratic government of the state and society at large. For example, civil society organizations are channels by which citizens articulate needs, wants, and interests to their candidates for office and representatives in government for possible transformation into legislation and public policy. They are public guardians by which citizens actively take responsibility for their rights and hold their representatives in government accountable to them. And most importantly, they are public laboratories in which citizens learn democracy by doing it.

An irrefutable indicator of the development of democracy in former communist countries of Central and Eastern Europe is the lively existence of many different kinds of civil society organizations. In Poland, for example, there are more than "15,000 associations, foundations, and self-help groups."[27] The situation is similar in the Czech Republic, Slovakia, Hungary, and the Baltic states.[28] Even in Romania, where democratization has proceeded rather weakly and slowly, there are hundreds of free, private-sector organizations, which the government tolerates.[29] A country with a vital civil society has a realistic chance to become and remain a democracy.[30]

Democracy in the Lives of Citizens

An important research project, conducted in Italy during the past twenty years, documents the necessity of civil society organizations for "making democracy work."[31] According to Robert D. Putnam, who reports the findings of this project, "The civic community [civil society] is marked by an active, public-spirited citizenry, by egalitarian political relations, by a social fabric of trust and cooperation," which he calls "social capital."[32] This social capital is a public good; if most citizens have acquired it through participation in civil society organizations, they can use it to strengthen democracy in the government of the state. In a country with a strong civic community or civil society, "both state and market operate more efficiently."[33]

According to the research on Italy reported by Putnam, "Those concerned with democracy . . . should be building a more civic community [civil society]. . . . We agree with [those who urge] . . . local transformation of local structures [which builds social capital] rather than reliance [only] upon national initiatives [because this is] the key to making democracy work."[34]

Many scholars have used Putnam's research, and similar findings by other prominent social scientists, to argue that social capital is a foundation for a stable democracy and a prosperous market-oriented economy. "A healthy capitalist economy is one in which there will be sufficient social capital in the underlying society to permit businesses, corporations, networks, and the like to be self-organizing. . . . That self-organizing proclivity is exactly what is necessary to make democratic political institutions work as well."[35] Research in Central and Eastern Europe has led to the hypothesis that "civil society may be instrumental in preparing the cultural and associational terrain for a market."[36] Both the market-based economy and civil society are foundations of democracy.

Civil Society in Civic Education for Democracy

The vitality of civil society is a gauge of the strength and prospects of democracy in former communist countries of Central and Eastern Europe, as it is in the West or anywhere in the world. Thus, if students of civic education programs would know, analyze, and appraise democ-

racy in their country or elsewhere, they must be able to comprehend the idea of civil society, to assess the activities of civil society organizations, and to connect their knowledge of this idea to other key concepts, such as constitutionalism, individual rights, representation, elections, majority rule, and so forth.

Students should be taught to distinguish democratic from non-democratic governments by using as a criterion the idea of civil society to guide their comparative analyses and appraisals. A government with power to crush or control voluntary social organizations cannot be an authentic constitutional democracy. A political system without a genuine civil society cannot legitimately claim to be a constitutional democracy.

Students should also be taught the skills and dispositions or virtues they need to act effectively in the development of civil society. The behavioral skills and dispositions pertaining to cooperation, trust, tolerance, civility, and self-reliance can be learned through practice in school and in the community outside the school.

Markets and Constitutional Democracy

A free democratic government depends upon both a vibrant civil society and a market-oriented economy, which involves freedom of exchange at the marketplace. The market is a place where buyers and sellers freely make transactions, such as the exchange of goods and services.

Freedom of exchange at the market, like other social interactions of a constitutional democracy, is regulated by the rule of law, which prevails in all spheres of democratic civic life. Thus, the principle of constitutionalism is used to limit the government's power to control economic transactions, thereby protecting private rights to property and free exchanges at the market. Constitutionalism also empowers the government to regulate, within certain limits, the economic affairs of individuals, which yields the order and stability necessary to security for individual rights to life, liberty, property, equality of opportunity, and so forth, which represent the greatest good in the genuine liberal model of democracy. So, freedom of economic activity in a constitutional democracy is freedom under the rule of law.

Every democratic country has a market-oriented economy which the government modifies more or less in response to interests expressed by citizens. The result of this kind of government intervention is a mixed market economy; it is based more or less on a free market but restricted significantly by laws enacted presumably to satisfy the majority of citizens. According to an eminent political scientist, Robert Dahl, "[A]ll democratic countries have not only rejected a centralized command economy as an alternative to a market economy, but have also rejected a strictly free market economy as an alternative to a mixed economy in which market outcomes are modified substantially by government intervention."[37]

The mixed market economies of democratic countries vary significantly in the amount and kind of modification by the constitutional government in response to public demand. The range extends from the highly regulated and modified markets of the social democracy model to the less regulated and freer markets of the liberal democracy model. World-renowned economists of the 1980s and 1990s, including recent Nobel prizewinners, have recommended less regulation and freer markets as a key to productivity, prosperity, and liberty for individuals and societies.

Markets and Individual Rights

The Nobel laureate in economics Milton Friedman asserts: "Economic freedom is an essential requisite for political freedom. By enabling people to cooperate with one another without coercion or central direction, it reduces the area over which political power is exercised."[38] Further, Friedman claims, "Historical evidence speaks with a single voice on the relation between political freedom and a free market. I know of no example in time or place of a society that has been marked by a large measure of political freedom, and that has not also used something comparable to a free market to organize the bulk of economic activity."[39]

The market, the means to freedom of exchange among parties in need of cooperative relationships to pursue certain economic interests, serves to offset or check concentrations of political power that could be exercised against individual rights. A market-based economy in tandem with a dynamic civil society enables development and maintenance of plural sources of power to counteract the power of the state and safeguard the people's freedom. By contrast, "The combination of economic and political power in the same hands is a sure recipe for tyranny."[40]

A centrally directed command economy, the antithesis of the market-based economy, substitutes the directives of government officials with virtually unlimited state power for the free choices of the marketplace. Through their total control of the production and distribution of goods and services (wealth and the means to wealth), the government officials in command of the economy have power to control totally the inhabitants of their realm. There are no effective limits to their power to abuse individuals at odds with the state or to deprive unpopular persons of their rights to liberty, to equality of opportunity, and to life.

The totalitarian state, the political order of communism, precludes the market-based economy and civil society, because it cannot abide countervailing sources of power. Likewise, the market with its relatively free choices and exchanges precludes totalitarianism and supports constitutional democracy.

Economics in Civic Education for Democracy

The vitality of free exchanges among individuals in a market-based economy is an indicator of the health of constitutional democracy and liberty in former communist countries of Central and Eastern Europe, as it is elsewhere. Some analysts of post-communist civic life in Europe are concerned that the indispensable linkages of markets, free governments, and free people are not fully understood. Professor Robert Zuzowski, for instance, fears, "A majority of East Europeans have a poor perception . . . of the linkage between private ownership and democracy. . . . Some even argue implicitly that one may achieve democracy without private property or a dispersion of economic power. Historical evidence, however, does not support this view. Never in modern history has liberal democracy been achieved without a widespread dispersion of economic power."[41]

If civic educators in Central and Eastern Europe, and in the West too, would teach their students to know constitutional democracy and liberty and to distinguish it from alternatives, then they must teach them that free exchange in a market-based economy is a foundational facet of free government. Further, these students must acquire knowledge of centrally controlled command economies and state-dependent people with little or no capacity to make free choices. They must learn that a government with sufficient power to comprehensively distribute, according to its commands, the goods of economic and social security also has sufficient power to deprive individuals of their rights to life, liberty, property, equality of opportunity, and the pursuit of happiness. An enduring lesson of modern history has been that markets, which require free choices for their operations, are a condition for a civic life in liberty. This lesson from history must be at the core of civic education for democracy and freedom in a post-communist world.

Civic education for democracy should emphasize the necessary connection of a market-based economy to civil society. Students should have opportunities to learn that there can be no democracy without civil society and no civil society without a market-oriented economy. Further, they should understand that both a free economy and civil society depend upon constitutionalism, the rule of law. There cannot be authentically free societies and economies without constitutionally based regulation.

A perennial public issue of all constitutional democracies pertains to how much and what kind of legal regulation there should be. Fundamental rights of individuals will be at risk if there is too much regulation or too little regulation by the constitutional government. Achieving the appropriate mixture of liberty and order, freedom and regulation, is a challenge faced by citizens of a democracy. Examination of issues about the extent and kind of governmental regulations, therefore, should be emphasized in civic education for democracy in Central and Eastern Europe and elsewhere.

Teaching Constitutional Democracy in Schools

Democracy has risen to global prominence in the 1990s, and major bastions of totalitarian communism have crumbled and collapsed. In various parts of the world, from Central and South America to Central and Eastern Europe, newly empowered citizens have understood that new curricula for their schools are as important as new constitutions for their governments. Among other educational goals, they have recognized that schools must teach young citizens the theory and practices of constitutional democracy, if they would develop and sustain free societies and free governments.

Basic Categories of Civic Education

All people interested in teaching constitutional democracy authentically and effectively must address three basic categories of civic education: (1) civic knowledge, (2) civic skills, and (3) civic virtues. These basic categories of civic education may be treated variously by educators of different countries. But there are certain themes within each generic category that are the criteria by which we define civic education for constitutional democracy.

Essential Civic Knowledge. The first objective of civic education is to teach thoroughly the meaning of the most basic idea, so that students will know what a constitutional democracy is, and what it is not. If students would be prepared to act as citizens of a constitutional democracy, they must know how to distinguish this type of government from other types. Through their civic education in schools, students should develop defensible criteria by which to think critically and evaluate the extent to which their government and other governments of the world do or do not function authentically as constitutional democracies. A few key concepts necessary to a deep understanding of constitutional democracy must be taught and learned, such as fair public elections, majority rule, citizenship, representative government, individual rights, constitutionalism, market economy, and civil society. Students must learn how these basic concepts of democratic political theory are institutionalized and practiced in their own country in comparison to other nation-states of the world. These basic concepts or principles of democracy are discussed in preceding sections of this chapter.

Essential Civic Skills. Basic knowledge must be applied effectively to civic life if it would serve the needs of citizens and their *civitas*. Thus, a central facet of civic education for constitutional democracy is development of

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intellectual skills and participatory skills, which enable citizens to think and act in behalf of their individual rights and their common good. Intellectual skills empower citizens to identify, describe, and explain information and ideas pertinent to public issues and to make and defend decisions on these issues. Participatory skills empower citizens to influence public policy decisions and to hold accountable their representatives in government. The development of civic skills requires intellectually active learning by students inside and outside the classroom. Students are continually challenged to use information and ideas, individually and collectively, to analyze case studies, respond to public issues, and resolve political problems.

Essential Civic Virtues. A third generic category of democratic civic education pertains to virtues. These are traits of character necessary to preservation and improvement of a constitutional democracy. If citizens would enjoy the privileges and rights of their polity, they must take responsibility for them, which requires a certain measure of civic virtue. Civic virtues such as self-discipline, civility, compassion, tolerance, and respect for the worth and dignity of all individuals are indispensable to the proper functioning of civil society and constitutional government. These characteristics must be nurtured through various social agencies, including the school, in a healthy constitutional democracy.

Problems of Teaching Democracy

Wide-spread knowledge of basic concepts or principles is the foundation of an effective civic education for democracy. A large obstacle to teaching and learning the key ideas, however, is the serious deficit of knowledge about basic concepts of democracy among many teachers in the former communist countries of Central and Eastern Europe.

Professor Radmila Dostalova of Charles University in Prague, the Czech Republic, offers this explanation, "We were prevented from following the developments in social sciences that have taken place in the West since 1939. . . . This long-term isolation has created many problems in the discussions [among ourselves and with Westerners] concerning the aims, content, and form of civic education."[42] The Czechs and other peoples of Central and Eastern Europe were greatly restricted in their access to Western scholarship in political philosophy and political science, which forms the foundation for civic education in the United States and other Western constitutional democracies. Thus, teachers of these former communist countries tend to suffer from a serious deficit in knowledge of ideas necessary to implementation of a new civic education for constitutional democracy and liberty.

A related problem, conceptual confusion, involves different meanings, often subtle shades of difference, attached to key words by civic educators in the West and their counterparts in former communist countries. In my experience, this conceptual confusion has sometimes stemmed from the vagaries of a translator's efforts to recast an abstract thought from English into Estonian, Polish, or some other language of Central and Eastern Europe. More often, however, the problem has originated from deeper cultural or philosophical divisions.

Democracy and rights, for instance, were important words in the lexicon of Marxist-Leninist philosophers and civic educators of Central and Eastern Europe, but their denotations of these terms differed radically from those attached to the same words by scholars and educators of the West. Thus many teachers in the former "people's democracies" of Central and Eastern Europe bring ideologically distorted meanings of key ideas to programs designed to teach them concepts and methods of a new civic education for democracy. According to Wiktor Kulerski, who had been a school teacher before becoming an activist in Poland's revolutionary struggle of the 1980s, "The great majority of civics teachers today are the same people who taught the Marxist versions of these courses in the past, and they are deeply conservative in their retention of old ideas and methods."[43]

Priorities in Teacher Education

Extensive and systematic teacher education projects that address, first of all, the concepts or principles of democracy—the knowledge base of the new civic education—should be among the highest priorities of those who desire to advance the great transformation to a new political order in Central and Eastern Europe. A related high-priority task should be development of new curricula, textbooks, and other instructional materials for students that emphasize the concepts and principles of democracy. Of course, numerous and various other topics having to do with the particularities of cultural heritage, local and national institutions of government, contemporary issues, and so forth should be included in the new civic education, but always in terms of the concepts at the foundation of the content for teaching and learning democracy.

Ideas about the pedagogy for democratic civic education are as important as the essential concepts of its content. So teachers of the new civic education should be exposed to the best methods for engaging students actively in their learning of essential concepts and related topics and information. This is the kind of teaching and learning that is fully compatible with the spirit and practice of democracy.

Active learning by inquiring students involves their application of concepts and related information to various types of tasks, such as the interpretation and discussion of a political document, analysis and debate about a current or past public issue, composition of an essay to defend or

evaluate a position on a question about constitutional review, involvement in a simulation of decision making by the parliament or the constitutional court, participation in various civic decision-making activities, such as deciding for whom to vote or which public policy to support, and the use of criteria based on core concepts to evaluate the extent to which a political system is or is not democratic.

Intellectually active learning of knowledge, in contrast to passive reception of it, appears to be associated with higher levels of achievement. Furthermore, it enables the student to develop skills and processes needed for independent learning and civic decision making throughout a lifetime. These are the capacities of citizenship needed in a constitutional democracy committed to security for the rights of individuals.

Intellectually active learning in an open classroom enhances achievement of civic knowledge, democratic attitudes, cognitive skills, and participatory skills of the democratic citizen. In an open classroom, students feel free and secure in their expression and examination of ideas and issues, even those that are unpopular or unconventional. The democratic teacher in an open classroom is demonstrably supportive of free expression and inquiry by all students.[44] Further, the democratic teacher establishes and applies rules fairly. There is recognition that true liberty is inextricably connected with just rules, and that the equal right to freedom of individuals depends upon an equitable rule of law for all members of the community. Finally, the democratic teacher creates a classroom environment in which there is respect for the worth and dignity of each person.

If civic education for democracy is to succeed in former communist countries, or anywhere else, then teachers must be educated in the essential ideas and skills of the subject and the best pedagogy for enabling students to learn it. The democratic civic education of teachers, then, is an indispensable part of the first phase of democratic educational reform in elementary and secondary schools.

Civic Education and the Democratic Prospect

Well-designed and well-conducted civic education projects involving teacher education, course development, textbook production, and so forth—if pursued with intense commitment—are likely to overcome momentary problems of pedagogical and curricular reform, such as knowledge deficits and conceptual confusion. If so, new generations of citizens in the former communist countries will be on their way to achievement of deep understanding of the essential concepts or principles of democracy, strong commitment to them based on reason, and high capacity for using them to analyze, appraise, and decide about phenomena of their political world.

In using basic concepts to comprehend and evaluate political systems, students should learn that democracy is not Utopia. It involves neither the pursuit nor promise of perfection. Further, students should recognize the inevitable disparities in every democracy between ideals and realities. These disparities do not invalidate the principles of democracy. Rather, they should challenge students to become citizens committed to reducing the gap between principles and practices in their polity.

Through comparative analysis of political systems of the past and present, students will learn that democracies have tended to be less imperfect than other types of government. Thus, they might conclude that democratic governments are better than non-democratic types, because they are least imperfect.[45] Despite its flaws, democracy in practice has been better than other types of government in protecting human rights, respecting the individual's dignity and worth, and promoting international peace.[46] Civic educators can use the relatively positive record of modern democracies as evidence to justify their efforts to develop democratic citizenship in Central and Eastern Europe or elsewhere.

In contrast to the promise of civic education for democracy, there are many severe problems in the former communist countries of Central and Eastern Europe which could, if not resolved, distort or destroy the prospects for genuine democracy in the region. The risky road ahead, full of obstacles, is clearly seen by Barbara Malak-Minkiewicz—a scholar, political activist in Solidarity's struggle against communism, and participant in the project on Education for Democratic Citizenship in Poland. She says that upon the fall of communist regimes, "It looked like the ideas of Western civilization finally had triumphed. However, now that the dust has settled, one can see that the implementation of these ideas is neither automatic nor simple. In the ruin of communism, with its broken economy, messy values, and corroded institutions, a most significant political battle has begun. It is a battle for democracy. Its outcome is far from decided."[47]

New civic education programs under development in Poland, Latvia, Estonia, and elsewhere in Central and Eastern Europe could profoundly influence an outcome in the direction of democracy. This possibility is their ultimate justification.

Notes

1. Vaclav Havel, *Summer Meditations* (New York: Random House, Vintage Books, 1993), p. 117.
2. John J. Patrick, interview with Sulev Valdmaa, Program Director of the Jaan Tonisson Institute of Tallinn, Estonia, at Andineeme, County of Harju, Estonia, June 30, 1994, during a seminar for teachers of civics.
3. Statement of Jacek Strzemieczny, "Latterday 'Madisons' Meet at Montpelier," *Constitution* 3:1 (Winter 1991), p. 77.
4. Projects involving John Patrick are (a) seminars and conferences on civic education in Estonia sponsored jointly by the Jaan Tonisson Institute of Estonia and the International

Foundation for Electoral Systems of the United States, (b) Education for Democratic Citizenship in Poland, sponsored jointly by the Mershon Center of The Ohio State University, the Polish Ministry of National Education, and the Center for Citizenship Education in Warsaw, Poland, (c) the Academic Advisory Panel on Civic Education Reform in Central and Eastern Europe of the United States Information Agency (USIA), and (d) Civic Education for Democracy in Latvia, sponsored by the Democratic Advancement Center of Latvia.

5. This phrase is taken from the title of a book on American constitutionalism by Michael Kammen and published in 1986 by Alfred A. Knopf of New York.
6. Excellent sources of information on ancient democracies are M. I. Finley, *Politics in the Ancient World* (Cambridge, England: Cambridge University Press, 1983); J. K. Davies, *Democracy and Classical Greece* (Cambridge, Massachusetts: Harvard University Press, 1993); Paul Rahe, *Republics, Ancient and Modern* (Chapel Hill: University of North Carolina Press, 1992); and A. H. M. Jones, *Athenian Democracy* (Baltimore: The Johns Hopkins University Press, 1977).
7. See Giovanni Sartori, *The Theory of Democracy Revisited* (Chatham, New Jersey: Chatham House, 1987); this book includes an excellent chapter (pp. 278-297) on differences between Greek democracy of ancient times and modern democracy. In addition, see Martin Diamond, *The Founding of the Democratic Republic* (Itasca, Illinois: F. E. Peacock Publishers, 1981); M. I. Finley, *Politics in the Ancient World*; and Paul Rahe, *Republics, Ancient and Modern*.
8. Clinton Rossiter, ed., *The Federalist Papers of Hamilton, Madison, and Jay* (New York: A Mentor Book of the New American Library, 1961), p. 81.
9. Abraham Lincoln, "Address at Gettysburg, Pennsylvania" in Andrew Delbanco, ed., *The Portable Abraham Lincoln* (New York: Viking, 1992), p. 295.
10. Samuel P. Huntington, *The Third Wave: Democratization in the Late Twentieth Century* (Norman: University of Oklahoma Press, 1991), p. 7.
11. Tony Smith, *America's Mission: The United States and the Worldwide Struggle for Democracy in the Twentieth Century* (Princeton, New Jersey: Princeton University Press, 1994), p. 13.
12. An excellent study of different conceptions of modern democracy is provided by David Held, *Models of Democracy* (Stanford, California: Stanford University Press, 1987). A persuasive presentation of the model of liberal democracy is provided by Giovanni Sartori, *The Theory of Democracy Revisited* (Chatham, New Jersey: Chatham House, 1987).
13. See the article by Herman Belz on "Constitutionalism" in Kermit L. Hall, ed., *The Oxford Companion to the Supreme Court of the United States* (New York: Oxford University Press, 1992), p. 190.
14. Cass R. Sunstein, "Constitutions and Democracies: An Epilogue," in Jon Elster and Rune Slagstad, eds., *Constitutionalism and Democracy* (Cambridge, England: Cambridge University Press, 1988), p. 352; this volume includes several excellent essays on the relationships of constitutionalism to democracy in modern governments.
15. Bronislaw Geremek, "Polish Constitutionalism," in Stanley N. Katz, ed., *Constitutionalism in East Central Europe* (New York: American Council of Learned Societies, 1994), p. 5.
16. Wiktor Osiatynski, "Polish Constitutionalism," in Stanley N. Katz, ed., *Constitutionalism in East Central Europe* (New York: American Council of Learned Societies, 1994), pp. 21-22. In addition, see an excellent article by Wiktor Osiatynski, "A Model Misinterpreted," *Constitution* 3 (Spring-Summer 1991): 46-54. In this article Osiatynski argues that "two principles of American constitutionalism are relevant for Poland today. One is the principle of limited democracy— the belief that individual rights and the rights of minorities are necessary limitations on the will of the majority because of the danger of an unrestrained majoritarian democracy. The other is the idea that a constitution represents a higher law that towers over the parliamentary or executive power." (See page 54.)
17. The critical importance of constitutionalism in any criteria for modern democracy is emphasized by Bruce Ackerman, *The Future of Liberal Revolution* (New Haven, Connecticut: Yale University Press, 1992); in particular see pages 46-68; Ackerman urges the former communist countries of Central and Eastern Europe to legitimize and protect their newly won rights by "constitutionalizing their revolutions."
18. Clinton Rossiter, ed., *The Federalist Papers* by Hamilton, Madison, and Jay, p. 301.
19. Bradford P. Wilson and Peter W. Schramm, eds., *Separation of Powers and Good Government* (Lanham, Maryland: Rowman and Littlefield Publishers, 1994).
20. Clinton Rossiter, ed., *The Federalist Papers by Hamilton, Madison, and Jay*, p. 308.
21. *Ibid.*, p. 466.
22. Herman Schwartz, "The New East European Constitutional Courts," in A. E. Dick Howard, ed., *Constitution Making in Eastern Europe* (Baltimore: The Johns Hopkins University Press, 1993), pp. 163-207.
23. *Ibid.*, pp. 194-195.
24. Adam B. Seligman, *The Idea of Civil Society* (Princeton, New Jersey: Princeton University Press, 1995), pp. 3-5.
25. Jean L. Cohen and Andrew Arato, *Civil Society and Political Theory* (Cambridge, Massachusetts: The MIT Press, 1994), p. ix.
26. Ernest Gellner, "The Importance of Being Modular," in John A. Hall, ed., *Civil Society: Theory, History, Comparison* (Cambridge, Massachusetts: Blackwell Publishers, 1995), p. 32.
27. Irena Wùycicka, "Grassroots Movements in Poland," in Ann McKinstry Micou and Birgit Lindsnaes, eds., *The Role of Voluntary Organizations in Emerging Democracies* (Copenhagen: The Danish Centre for Human Rights, 1993), p. 56.
28. Svennik Hoyer, Epp Lauk, and Peeter Vihalemm, eds., *Towards a Civic Society* (Tartu, Estonia: Nota Baltica Ltd., 1993); See the book cited above, note 27, edited by Micou and Lindsnaes, for numerous examples of civil society organizations in various countries of Central and Eastern Europe.
29. Liviu Matei, "Voluntary Organizations in Romania," in Ann McKinstry Micou and Birgit Lindsnaes, eds., *The Role of Voluntary Organizations in Emerging Democracies* (Copenhagen: The Danish Centre for Human Rights, 1993), pp. 66-69.

30. Giuseppe Di Palma argues that the vitality of civil society in former communist countries of Central and Eastern Europe indicates that they will make successful transitions to constitutional democracy and market economy. See "Why Democracy Can Work in Eastern Europe," in Larry Diamond and Marc F. Plattner, eds., *The Global Resurgence of Democracy* (Baltimore: The Johns Hopkins University Press, 1993), pp. 257-267.
31. Robert D. Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton, New Jersey: Princeton University Press, 1993).
32. *Ibid.*, p. 15.
33. *Ibid.*, p. 181.
34. *Ibid.*, p. 185.
35. Francis Fukuyama, *Trust: The Social Virtues and the Creation of Prosperity* (New York: The Free Press, 1995), pp. 356-357.
36. Giuseppe Di Palma, "Why Democracy Can Work in Eastern Europe," in Larry Diamond and Marc F. Plattner, eds., *The Global Resurgence of Democracy* (Baltimore: The Johns Hopkins University Press, 1993), p. 265.
37. Robert A. Dahl, "Why All Democratic Countries Have Mixed Economies," in John W. Chapman and Ian Shapiro, eds., *Democratic Community* (New York: New York University Press, 1993), p. 279.
38. Milton Friedman and Rose Friedman, *Free to Choose* (Orlando, Florida: Harcourt Brace Jovanovich, 1990), p. 2.
39. Milton Friedman, *Capitalism and Freedom* (Chicago: The University of Chicago Press, 1982), p. 9.
40. Milton Friedman and Rose Friedman, *Free to Choose*, p. 3.
41. Robert Zuzowski, "Prospects for Reform in Eastern Europe," in Colin Vale and Irene van den Ende, eds., *The Loss of Innocence* (Pretoria, South Africa: HSRC Publishers, 1994), p. 156.
42. John J. Patrick, interview with Radmila Dostalova, in her office at Charles University, Prague, Czech Republic, December 6, 1993.
43. John J. Patrick, interview with Wiktor Kulerski, President of the Foundation for Education for Democracy, at his Foundation office, Warsaw, Poland, December 13, 1993.
44. The pedagogical practices recommended in this paper are warranted by research documented in scholarly literature, such as Amy Gutmann, *Democratic Education* (Princeton, New Jersey: Princeton University Press, 1987); John J. Patrick and Charles S. White, "Social Studies Education, Secondary Schools," in Marvin C. Alkin, ed., *Encyclopedia of Educational Research*, 6th Edition (New York: Macmillan Publishing Company, 1992), pp. 1229-1245; and James P. Shaver, ed., *Handbook of Research on Social Studies Teaching and Learning* (New York: Macmillan Publishing Company, 1991).
45. This way of thinking about the comparative and relative superiority of democracy is based on James Madison's manner of arguing for the republican form of government during the founding of the United States. See Adrienne Koch, *Power, Morals, and the Founding Fathers* (Ithaca, New York: Cornell University Press, 1961), p. 105.
46. James David Barber, *The Book of Democracy* (Englewood Cliffs, New Jersey: Prentice Hall, 1995). /In addition, see Bruce Russett, *Grasping the Democratic Peace: Principles for a Post-Cold War World* (Princeton, New Jersey: Princeton University Press, 1993).
47. Barbara Malak-Minkiewicz, "The Challenge to Democracy in Central Europe," Paper presented at the Conference on Educating for Democracy at Ohio Wesleyan University, November 12-13, 1992, p. 1.

Part II

Annotated Bibliography on Civic Education from the ERIC Database

II

PART II lists selected papers and other documents on civic education and democracy available through the Educational Resources Information Center (ERIC) from January 1990 through July 1996. The documents in this bibliography were chosen to reflect the global scope of the ERIC database and the diversity of topics related to civic education.

ERIC is a federally-funded information network that makes documents and journal articles about education accessible to anyone. It is operated by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education and consists of 16 clearinghouses, each of which acquires, reviews, indexes, and abstracts the literature of specific subject areas. Several clearinghouses host Adjunct Clearinghouses, which are responsible for the pertinent literature of a narrower topic within the scope of the host Clearinghouse's subject. The Adjunct ERIC Clearinghouse for International Civic Education (ERIC: ICE), located at the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) of the Social Studies Development Center (SSDC) of Indiana University, is such a unit. All Clearinghouses contribute the records they compile, known in ERIC as document resumes, to ERIC, the world's largest education database.

The purpose of ERIC: ICE is to acquire, review, index, and abstract the English-language literature of civic education and democracy in countries throughout the world. Articles from major civic education journals, books, papers, research reports, conference presentations, curricula, instructional materials, and other items are regularly added to the ERIC database. Many of the documents listed in this chapter have been contributed by ERIC: ICE. It is important to note that this bibliography is selective, not comprehensive; it does not include all ERIC documents about civic education or democracy. Other documents can be found by searching ERIC, either in print or on computer, using the descriptors listed here.

You can search the database several ways: ERIC retrieval systems, either on CD-ROM or via direct network connection, are accessible at many large public libraries and university libraries. Unrestricted public Internet access to the ERIC database is available through the World Wide Web, Telnet, and Gopher. Print versions of the two ERIC components—*Resources in Education* (*RIE*) and *Current Index to Journals in Education* (*CIJE*)—are available in many libraries as well. *RIE* contains education-related documents such as lesson plans, curriculum guides, and research papers. An *RIE* record, or resume, is denoted in the ERIC database by a number preceded by the letters "ED", such as ED375050. *CIJE* is the component of the ERIC database that contains periodical literature published in over 800 major education-related journals. A *CIJE* record, or resume, is denoted in the ERIC database by a number preceded by the letters "EJ", such as EJ500247.

Many ERIC documents, especially books and journal articles, can be found in libraries or borrowed via interlibrary loan. Some libraries also have collections of ERIC documents on microfiche for viewing and photocopying. In addition, paper or microfiche copies of ERIC documents may be purchased from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA, 22153-2852. EDRS can be reached by telephone at (703) 404-1400, by fax at (703) 404-1408, or, for customer service and phone orders, toll-free at 1-800-443-3742. When ordering, please specify microfiche copy (MF) or paper copy (PC), include the ED number of the document you are ordering, and enclose a check or money order. EDRS prices are listed in ERIC records for which EDRS copies are available. To obtain articles from journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *CIJE*.

Other sources for obtaining *CIJE* articles are:

UMI InfoStore
500 Sansome Street, Suite 400
San Francisco, CA 94111-3219
Toll-free: (800) 248-0360
Fax: (415) 433-0100
E-mail: orders@infostore.com

Institute for Scientific Information
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Toll-free: (800) 523-1850
Telephone: (215) 386-0100
Fax: (215) 386-6362
E-mail: tga@isinet.com

ERIC Descriptors on Civic Education and Democracy

Civil Liberties
Civil Rights
Citizenship
Citizenship Education
Citizenship Responsibility
Citizen Participation
Citizen Role
Civics
Democracy
Democratic Values
Freedom
Political Affiliation
Political Attitudes
Political Influences
Political Socialization

A

Accession Number: EJ515417
Author: Akinbote,-Olusegun
Title: A Note on Citizenship Education in Nigeria: Retrospect and Prospect.
Journal: Canadian-Social-Studies; v29 n4 p30-32 Sum 1995
ISSN: 1191-162X
Available from: UMI
Document Type: Project Description (141); Position Paper (120); Journal Article (080)
Target Audience: Teachers; Practitioners
Descriptors: African-Culture; *African-History; *Citizenship-Education; Colonialism; *Comparative Education; *Curriculum-Development; Educational-Change; Educational-History; *Educational-Objectives; Educational-Philosophy; Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Social-Change; Social-Studies; Sociocultural-Patterns
Identifiers: *Nigeria

Abstract: Maintains that citizenship education is an important aspect of the philosophy of Nigerian education. Describes the role and growth of citizenship education from the precolonial period to the present. Provides suggestions on how to make citizenship education in Nigeria more effective. (CFR)

Accession Number: ED388504
Author: Albala-Bertrand,-Luis
Title: What Education for What Citizenship?
Corporate Sponsor: International Bureau of Education, Geneva (Switzerland).
Journal: Educational-Innovation-and-Information; n82 May 1995
Available From: International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland (Number 82).
Note: 18 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Collected Works - Serials (022)
Descriptors: Adult-Education; Educational-Strategies; Elementary-Secondary-Education; Global-Education; Intercultural-Programs; Program-Implementation; Program-Improvement; *Citizenship-; *Citizenship-Education; *Concept-Formation; *Cross-Cultural-Studies; *International-Programs; *Program-Effectiveness

Abstract: The International Project "What Education for What Citizenship?", covering about 40 countries, is the first project ever conceived on such a scale and having a truly cross-cultural character. This publication discusses methods used to address some major questions related to increasing the relevance and efficiency of citizenship education. Discussion throughout is placed in the context of two major universalizing global trends: (1) the generalization of the free market economy, together with policies aimed at fast development; and (2) political transitions towards the establishment of democratic regimes. After describing the activities of the project and the need for citizenship education, a framework for building the concept of citizenship and the nature of citizenship education is presented. Four main content dimensions of citizenship education are reviewed: human rights, democracy, development, and peace. Five main criteria to approach citizenship education are identified: pluralism, a multi-level perspective, institutional wholeness, integrative and holistic approaches, and cultural relevance. Organization of messages, teaching/learning strategies, and learning processes are key implementation concerns discussed. Finally, strategies by which information on citizenship and education should be distributed are provided. The publication contains a listing of major research findings that need extended cross-cultural verification. (LZ)

Accession Number: ED342698
Author: Anderson,-Charlotte-C., Ed.; Naylor,-David-T., Ed.
Title: Law-Related Education and the Preservice Teacher. Proceedings of a Working Conference (Cincinnati, Ohio, April 21-23, 1988).

Corporate Sponsor: American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
Year of Publication: 1991
Note: 154 p.
Price: EDRS Price - Microfiche 01/Paper Copy 07 Plus Postage.
Document Type: Collected Works - Proceedings (021)
Target Audience: Teachers; Practitioners
Descriptors: Educational-Objectives; Elementary-Secondary-Education; Higher-Education; Teacher-Education-Curriculum; Teacher-Education-Programs; *Citizenship-Education; *Law-Related-Education; *Preservice-Teacher-Education
Identifiers: *Preservice-Teachers

Abstract: Evolving from a working conference, this volume examines three areas basic to preservice teacher preparation. Specifically, the conference explored (1) the literature and research that informs and supports law-related education; (2) the knowledge, skills, and abilities that teachers need in order to teach law-related education effectively; and (3) the access points and strategies for making law-related education an integral part of preservice teacher education. The following papers are included: "Making LRE an Integral Part of Preservice Teacher Education Programs" (D. Naylor); "Lessons about Teacher Training" (L. Arbetman); "The Challenge of Teacher Education Reform" (H. Gideonse); "Civic Competency: A Natural Nexus with Law-Related Education" (J. Nelson); "Using Law-Related Education to Facilitate Students' Learning in Critical Thinking" (F. Rogers); "School Climate: Research Insights for the Education of Social Studies Teachers" (M. Hepburn); "LRE and Delinquency Prevention: Implications for Preservice Education" (R. Hunter); "Law-Related Education Research: Curriculum, Teaching, and Learning" (D. Skeel); "What Do Secondary School Teachers Need to Know?" (S. Rose); "Knowledge Base for Preservice Education Teachers of Law-Related Education at the Middle School Level" (C. Butler); "Citizenship Education in Elementary Schools: Preparing the Classroom Teacher" (A. Gallagher); "A Law-Related Approach to Foundations of Education" (L. Fischer); "Law and the Preservice Curriculum: A Proposed Curricular Model" (E. Walter Miles); "Law-related Education: The Link with Clinical Experiences in Teacher Education" (P. Maxey Fernlund); and "LRE in Elementary Social Studies Methods Textbooks and Courses: Perspectives, Issues, and Recommendations" (D. Naylor). (DB)

Accession Number: EJ492664
Author: Andrews,-Richard
Title: Democracy and the Teaching of Argument.
Journal: English-Journal; v83 n6 p62-69 Oct 1994
Available From: UMI
Note: Special Issue: Real Research.
Document Type: Guides - Classroom - Teacher (052)
Descriptors: English-Curriculum; High-Schools; Teaching-Methods; *Democracy-; *Persuasive-Discourse; *Writing-Instruction
Identifiers: Argumentation-Theory

Abstract: Describes one teacher's theory of the use of argument in the English curriculum, particularly its importance in developing democratic classrooms. Defines the multiple functions of argument in society. Advocates developing argumentative skills among students, particularly in a wide variety of forms and discourses. (HB)

Accession Number: ED374029
Author: Angell,-Ann-V.
Title: Civic Attitudes of Japanese Middle School Students: Results of a Pilot Study.
Year of Publication: 1990
Note: 101 p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 1990).
Price: EDRS Price - Microfiche 01/Paper Copy 05 Plus Postage.
Document Type: Reports - Research (143)
Target Audience: Researchers; Teachers; Practitioners
Descriptors: Cross-Cultural-Studies; Cultural-Differences; Educational-Research; Foreign-Countries; Junior-High-Schools; Middle-Schools; *Citizenship-; *Citizenship-Education; *Junior-High-School-Students; *Student-Attitudes
Identifiers: *Japan-; *Middle-School-Students

Abstract: This document reports on a civics attitudes questionnaire that was piloted for the purpose of developing psychometrically sound measures of the socio-political attitudes of Japanese middle school students and climate in Japanese middle school classrooms. Studies of Japanese education have produced mixed opinions about the civic dispositions of Japanese students, but few have addressed the relationship between schooling during the formative years of middle childhood and the socio-political outcomes typically associated with citizenship education. In order to investigate this relationship, measures of both socio-political attitudes and perceptions of classroom climate used in previous cross-national studies of civics education were translated into Japanese and administered to 143 first- and third-year middle school students. Findings supported the validity and reliability of factor based scales measuring support for free expression, cynicism towards authority, political interest, active citizenship, and expected future participation. However, follow-up interviews with teachers suggested that Japanese interpretations of key concepts such as democracy, free expression,

and participation differ substantially from western conceptualizations, calling into question the viability of cross-cultural comparisons on the basis of these measures. The eight appendices include: (1) civic attitudes questionnaire; (2) tolerance for diversity scale; (3) civic attitudes questionnaire for Japanese students; (4) directions for administering the questionnaire; (5) rotated factor structure of 54 attitude items; (6) attitude items retained on 6 factor-based scales; (7) summary of item weaknesses and recommendations for revision; and (8) rotated factor structure of good citizen items. (Author/DK)

Accession Number: ED368657
Author: Audigier,-F.; Lagelee,-G.
Title: Civic Education: Teaching about Society, Passing on Values. Report of the Council of Europe Teachers' Seminar (57th, Donaueschingen, Germany, October 12-17, 1992).
Corporate Sponsor: Council for Cultural Cooperation, Strasbourg (France).
Year of Publication: 1993
Available From: Council of Europe, B.P. 431 R6, F-67006 Strasbourg Cedex, France.
Note: 44 p.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Collected Works - Proceedings (021)
Target Audience: Teachers; Policymakers; Administrators; Practitioners
Descriptors: Classroom-Techniques; Curriculum-Development; Democratic-Values; Educational-Experience; Foreign-Countries; Learning-Activities; Secondary-Education; Seminars-; Social-Studies; *Citizenship-Education; *Civics-; *Civil-Liberties; *Teacher-Associations
Identifiers: Council-of-Europe-France; European-Convention-on-Human-Rights; *Council-for-Cultural-Cooperation-France

Abstract: This seminar report describes debates that centered around three civic educational themes of identity/citizenship, civics and school life, and the study of the European Convention on Human Rights along with ideas presented at the opening of the seminar and general conclusions at the end. The discussion of civic education led to a range of solutions that included 13 human rights propositions to form the basis of civic education. The first section detailed identity and citizenship as the two key concepts of civic education. The concepts covered three types of meanings: (1) that which is imposed and attributed; (2) that which is built up; and (3) that which can be changed. The seminar focused on school life and dealt with the development of democratic attitudes, learning the rules of community life, and training strategies for teachers. The European Convention on Human Rights as a resource was emphasized. Teaching approaches describe rewriting the text, an explanation of the words, expressions, and paragraphs, illustrations, applications, and schematization. A figure illustrates how human rights institutions work. Examples and worksheet activities provide classroom ideas. The seminar participants expressed a need for more information exchanges, a desire for the European Convention to appear on the secondary school curriculum, and a view of civics as everyone's responsibility. Recommendations from the seminar included teacher training, inclusion of civics in state curriculums, compulsory study of civics in secondary school by member states of the Council of Europe, and translation of the European Convention into all languages of member states. Two appendices contain a questionnaire on perceptions and opinions of civic education and a list of participants. (CK)

Accession Number: ED365595
Author: Avery,-Patricia; And-Others
Title: Tolerance for Diversity of Beliefs: A Secondary Curriculum Unit.
Corporate Sponsor: Social Science Education Consortium, Inc., Boulder, Colo.
Year of Publication: 1993
Available From: Social Science Education Consortium, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.
Note: 109 p.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Constitutional-Law; Intellectual-Freedom; Law-Related-Education; Minority-Groups; Racial-Relations; Secondary-Education; Social-Studies; *Citizenship-Education; *Cultural-Pluralism; *Democratic-Values; *Multicultural-Education; *Political-Attitudes
Identifiers: *Tolerance-

Abstract: This document consists on a 6-week curriculum unit designed to allow secondary students to actively explore issues associated with freedom of belief and expression. Throughout the curriculum students systematically examine the ways in which the legal and constitutional framework of our society directly embodies the norms of freedom of speech and minority rights. Students analyze the legal protections that have been afforded unpopular groups at the national level and parallel principles at the international level. Case studies, role playing, simulations, and mock interviews are used throughout the curriculum to examine the historical, psychological, and sociological dimensions of tolerance and intolerance. Information from psychological studies helps students

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understand why some individuals are particularly intolerant of beliefs that differ from their own. Descriptions of the Holocaust, the Cultural Revolution, and the internment of Japanese Americans during World War II direct students' attention toward the short- and long-term consequences of intolerance for the victim, the perpetrator, and society. The curriculum includes eight lessons and their corresponding handouts. Each lesson is divided into eight parts: (1) objectives, (2) estimated time, (3) materials and equipment needed, (4) vocabulary, (5) optional films and videos, (6) set induction, (7) learning sequence, and (8) closure. The lessons cover victims of intolerance, the origins of intolerance, basic human rights, censorship, political tolerance and U.S. courts, international rights and responsibilities, beliefs and believers, and developing a class declaration of rights and responsibilities. (DK)

B

Accession Number: ED346016
Author: Bahmueller,-Charles-F.
*Title: The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
Corporate Sponsor: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1992
Note: 4 p.; For the book of which this is a digest, see ED 340 654.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071)
Descriptors: Citizen-Participation; Educational-Objectives; Law-Related-Education; Public-Affairs-Education; Secondary-Education; Social-Studies; United-States-History; *Citizenship-Education; *Civics-; *Democratic-Values; *Instructional-Materials; *Student-Educational-Objectives; *Values-Education
Identifiers: ERIC-Digests; *CIVITAS-

Abstract: "CIVITAS" is a curriculum framework that specifies core ideas for civic education in the U.S. constitutional democracy. It reviews what adults should know and be able to do to as effective citizens. CIVITAS was developed by the Center for Civic Education in cooperation with the Council for the Advancement of Citizenship and with support from The Pew Charitable Trusts. More than 60 scholars contributed to this project as consultants and authors of various parts of the book "CIVITAS: A Framework for Civic Education." This ERIC Digest highlights core ideas in "CIVITAS" on the rationale for civic education. It also addresses educational goals and substantive ideas for teachers on civic virtue, civic participation skills, and civic knowledge. (DB)

* For full text, see page 81.

Accession Number: ED380401
Author: Bahmueller,-Charles-F.
*Title: National Standards for Civics and Government. ERIC Digest.
Institutional Name (Corporate Source): ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1995
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Note: 4 p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071); Reports - Descriptive (141); ERIC Digests in Full Text (073)
Descriptors: Citizen-Role; Democracy-; Elementary-Secondary-Education; Instructional-Materials; Social-Studies; *Academic-Standards; *Citizenship-Education; *Civics-; *Curriculum-Development; *National-Programs; *United-States-Government-Course
Identifiers: ERIC-Digests; *National-Civics-and-Government-Standards

Abstract: This ERIC digest discusses the National Standards for Civics and Government for students from grades K-12. The Standards are organized around five central questions dealing with the following subjects: (1) the nature and necessity of government; (2) the foundations of American constitutionalism; (3) the functioning of American government and the place of democratic values and principles within it; (4) America's relations with the world; and (5) the roles of the citizen. Each of the five questions is followed by a statement that summarizes the standards that follow and presents reasons why citizens should be knowledgeable about them. The overarching questions are: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? and (5) What are the roles of the citizen in American democracy? This last question is the culmination of the document and focuses on the ideal outcome of civic education. A key section of the Standards emphasizes how citizens take part in civic life. Contains nine references. (DK)

*For full text, see page 95.

Accession Number: EJ467419
Author: Bahmueller,-Charles-F.; Branson,-Margaret-Stimmann
Title: Renewing the Civic Purpose of the Schools.
Journal: Momentum; v24 n3 p40-43 Sep-Oct 1993
Available From: UMI
Document Type: Reports - Descriptive (141)
Descriptors: Elementary-Secondary-Education; Social-Studies; *Citizenship-Education; *Civics-; *Curriculum-Development; *Government-Administrative-Body; *Standards- Identifiers: *Center-for-Civic-Education

Abstract: Describes the Center for Civic Education's efforts to develop and disseminate national standards in civics and government for K-12 education. Considers why standards are needed, what the standards are intended to accomplish, how they are being prepared, the groups involved in the development process, and the schedule for completion. Includes a draft model standard. (MAB)

Accession Number: ED368848
Author: Barber,-Benjamin-R.
Title: An Aristocracy of Everyone. The Politics of Education and the Future of America.
Year of Publication: 1992
Available From: Oxford University Press, Inc., Business Office, 2001 Evans Rd., Cary, NC 27513 (paperback: ISBN-0-19-509154-X, $11.95; hardcover: ISBN-0-345-37040-6).
Note: 314 p.
Price: Document Not Available from EDRS.
Document Type: Books (010)
Target Audience: Administrators; Teachers; Practitioners
Descriptors: Nationalism-; Role-of-Education; Social-Change; *Cultural-Pluralism; *Democratic-Values; *Educational-Change; *Educational-Objectives; *Politics-of-Education

Abstract: This book argues that rather than pursuing a debate defined by controversy over who should be taught, what should be taught, and how it should be paid for, Americans must address education for what it is: the well-spring of democracy in the United States. Education must emphasize democracy as much as it does the pursuit of excellence. By doing this, young Americans will gain an apprenticeship in liberty—one grounded in a renewed commitment to community service. This approach is presented as a means of providing Americans with the literacy to live in a civil society and the competence to participate in democratic communities, while promoting excellence in education that will maintain America's economic, technical, and political preeminence in a rapidly changing world. It shows that education offers the only path toward rebuilding and reinvigorating the United States, and that this is a path that must now be followed. (GLR)

Accession Number: EJ480258
Author: Bartlit,-Nancy; And-Others
Title: What Citizens Can Do: A Case Study in Environmental Activism.
Journal: Update-on-Law-Related-Education; v17 n3 p26-31 Fall 1993
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Community; Practitioners
Descriptors: Citizen-Role; Community-Change; Elementary-Secondary-Education; Environmental-Education; Environmental-Influences; Law-Related-Education; Political-Influences; Postsecondary-Education; Public-Affairs-Education; Science-and-Society; Social-Responsibility; *Activism-; *Air-Pollution; *Citizen-Participation; *Citizenship-Responsibility; *Community-Action; *Water-Pollution
Identifiers: New-Mexico

Abstract: Describes the origin, development, and operation of a New Mexico citizen's action group in its efforts to prevent air and water pollution. Concludes that nongovernmental groups can play an important role in educating citizens and shaping public policy. (CFR)

Accession Number: EJ430579
Author: Bauer,-John-R.
Title: The Political Thought of the Framers: Ambiguities and Interpretations.
Journal: Perspectives-on-Political-Science; v20 n1 p11-16 Win 1991
Document Type: Journal Articles (080)
Target Audience: Teachers; Practitioners
Descriptors: Critical-Thinking; Democracy-; Educational-Strategies; Higher-Education; Political-Science; Teaching-Methods; United-States-History; *Constitutional-History; *History-Instruction; *Primary-Sources
Identifiers: Federalist-Papers; *United-States-Constitution

Abstract: Says political writings such as "The Federalist" have generated multiple interpretations and the framers' assumptions must be deduced. Provides a typology for such interpretations based on the terms, anti-democratic, liberal, republican, and constitutionalist. Recommends students be taught about the lack of consensus among scholars and key areas of disagreement. (NL)

Accession Number: ED364451
Title: "The Blueprint of Democracy": The United States Constitution.
Corporate Sponsor: National Archives and Records Administration, Washington, DC. Office of Public Programs.
Year of Publication: 1993
Note: 10 p.; For related documents, see SO 023 393-400.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.

Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Elementary-Secondary-Education; Field-Trips; Law-Related-Education; Learning-Activities; Resource-Materials; Social-Studies; *Constitutional-History; *History-Instruction; *Primary-Sources; *Public-Agencies; *United-States-History
Identifiers: *National-Archives-DC; *United-States-Constitution

Abstract: This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the U.S. Constitution. In addition to historical information on the U.S. Constitution, background on two documents involved in the workshop—George Washington's copy of the first draft of the Constitution and the 19th Amendment—is included. Photographs of these two documents as well as two student exercises also are provided. (DB)

Accession Number: ED361246
Author: Bol,-Joyce-H.
Title: Freedom of Speech and the Role of Government: A Comparative Study - USA vs. Indonesia.
Sponsoring Agency: Center for International Education (ED), Washington, DC.
Year of Publication: 1991
Note: 22 p.; Requirement curriculum unit for the 1991 Fulbright-Hays seminar in Indonesia.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Area-Studies; Comparative-Analysis; Cooperative-Learning; Curriculum-Development; Foreign-Countries; Global-Approach; High-Schools; High-School-Seniors; Press-Opinion; Secondary-School-Curriculum; *Censorship-; *Citizenship-Education; *Freedom-of-Speech; *Government-Role
Identifiers: Bill-of-Rights; Global-Education; *Indonesia-

Abstract: This curriculum unit for high school government or civic classes was developed as a requirement of a Fulbright-Hays Fellowship seminar in Indonesia. It deals with aspects of political control that the government exercises over citizen rights. The unit compares the situation in the United States, where the Bill of Rights guarantees the freedom of speech and expression, with that in Indonesia. Indonesia is considered a developing nation that is making steady economic progress, but its political structure does not allow for much freedom of expression in the public domain. Government, especially the head of government, the president, exercises an important role over the social, economic, and political life of the Indonesian people. The focus of the unit asks: if the political and legal structure of a country does contain some mechanism like the First Amendment that is designed to protect the rights of the individual vis a vis the government, how pervasively can that government permeate the social and economic life of its citizens? The unit is very skill oriented, using the cooperative learning approach as much as possible. Learning objectives include: (1) analyze the First Amendment of the Bill of Rights; (2) analyze political cartoons; (3) analyze editorials; (4) analyze news articles; (5) hypothesize about social, political, and economic conditions in Indonesia; and (6) compare and contrast the different societies, the United States and the Republic of Indonesia. Procedures for using the unit are suggested. Handouts include U.S. political cartoons, an interview with an Indonesian newspaper editor, newspaper and magazine articles, and questions for students. (DK)

Accession Number: EJ520343
Author: Boyer,-Ernest L.
Title: Duty Calls
Journal: Momentum; v27 n1 p37-39 Feb-Mar 1996
Available From: UMI
Descriptors: Elementary-Secondary-Education; *Citizenship-Education; *Citizen-Participation; *Citizen-Role; Civics; Community-Attitudes; *Citizenship-Responsibility; *Educational-Strategies; Teaching-Methods; Role-of-Education
Note: Part of a special section entitled "Catholic Education: Route to Freedom."

Abstract: Examines the importance of elementary and secondary student participation in community service activities for effective civic education and citizen development. Suggests that if commitment to service were an integral part of educational processes students would continue participating in community service programs as adults. (MAB)

Accession Number: ED387433
Author: Branson,-Margaret-Stimmann
Title: What Does Research on Political Attitudes and Behavior Tell Us about the Need for Improving Education for Democracy?
Corporate Sponsor: Center for Civic Education, Calabasas, CA.
Year of Publication: 1994
Note: 21 p.; Paper presented at the International Conference on Education for Democracy (Malibu, CA, October, 1994).

Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Speeches /Meeting Papers (150); Opinion Papers (120)
Descriptors: Elementary-School-Curriculum; Elementary-Secondary-Education; Law-Related-Education; Research-; Secondary-School-Curriculum; Social-Studies; *Democracy-; *Education-; *Political-Attitudes

Abstract: This paper is an assessment of recent research on U.S. political attitudes, beliefs, and behaviors and what it says about the need to improve education for democracy. The assessment examines three surveys: (1) the annual Phi Delta Kappa/Gallup survey that looks at attitudes toward public schools; (2) the annual "The American Freshman" report on attitudes and behaviors of first-time, full time students attending U.S. colleges and universities; and (3) the most recent survey of the Times Mirror Center for the People and the Press on the beliefs and behaviors of people that underlie political labels and drive political action. Research discussed also includes "The Harwood Study," which analyzes 10 focus group discussions with citizens from cities around the country, Richard Brody's examination of the effect on political tolerance of the "We the People..." curriculum, and a University of Minnesota curriculum program that concurs with Brody's view that "political tolerance can be taught." The paper concludes with the view that current research shows that education for democracy should be a priority not only in the United States, but throughout the world. Further, more and better research is needed to learn how best to educate for democracy. (LH)

Accession Number: EJ476703
Author: Bridges,-Bob
Title: Helping Teachers Educate for Democracy: Teacher Programs and Institutes.
Journal: Social-Studies; v84 n5 p202-06 Sep-Oct 1993
Available From: UMI
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Civics-; Democracy-; Educational-Objectives; Experiential-Learning; Foreign-Countries; Instructional-Materials; Learning-Strategies; Political-Issues; Secondary-Education; Social-Studies; Teacher-Exchange-Programs; Teaching-Methods; Thinking-Skills; *Citizenship-Education; *Democratic-Values; *Field-Trips; *Inservice-Teacher-Education; *Institutes-Training-Programs; *Public-Affairs-Education
Identifiers: Japan-; *Close-Up-Program

Abstract: Describes the teacher education programs of the Close Up Foundation. Discusses a week-long Washington, D.C., program that brings students and teachers in contact with elected and appointed public officials, lobbyists, and media representatives. Outlines a summer institutes program and an exchange program for U.S. and Japanese teachers. (CFR)

Accession Number: ED361263
Author: Broclawik,-Krzysztof; And-Others
Title: Schools and Democratic Society: A Course Syllabus for Poland's Future Teachers. Rationale.
Corporate Sponsor: Ohio State Univ., Columbus. Mershon Center.
Year of Publication: 1992
Note: 11 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Guides - Non-classroom (055)
Target Audience: Teachers; Practitioners
Descriptors: Educational-Change; Educational-Objectives; Educational-Policy; Elementary-Secondary-Education; Foreign-Countries; Futures-of-Society; Higher-Education; Preservice-Teacher-Education; *Course-Objectives; *Democratic-Values; *Role-of-Education; *Teacher-Education
Identifiers: *Poland-

Abstract: A course entitled "Schools and Democratic Society" was prepared between September, 1992 and March, 1993 as the result of a cooperative effort between the Polish Ministry of National Education and the Mershon Center of The Ohio State University. This document presents the rationale for the course. As Poland moves through the transition from communism to democracy, it is clear that the role of the school must change. The purpose of the course is to empower prospective teachers to take on the challenges of change toward democracy in the Polish school system. The course is organized around seven features of the educational system: (1) the position and role of the teacher; (2) student rights and responsibilities; (3) parent participation in schools; (4) school and local community; (5) distribution of resources for education; (6) school as an organization and as a community; and (7) the role of schools in a democratic society. (DB)

Accession Number: ED369683
Author: Brzakalik,-Krystayna; And-Others
Title: Life in a Democratic Society: A Primary School Civics Course for Poland.
Corporate Sponsor: Ministry of National Education, Warsaw (Poland).; Ohio State Univ., Columbus. Mershon Center.
Sponsoring Agency: National Endowment for Democracy, Washington, DC.; United States Information Agency, Washington, D. C.
Year of Publication: 1993
Note: 60 p.; This document is a translation from Polish to English.

Price: EDRS Price - Microfiche 01/Paper Copy 03 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Curriculum-Development; Foreign-Countries; Grade-6; Grade-7; Grade-8; Junior-High-Schools; Political-Attitudes; *Childrens-Rights; *Citizenship-Education; *Civil-Rights; *Democracy-; *Democratic-Values; *Intermediate-Grades; *Social-Studies
Identifiers: *Poland-

Abstract: This document summarizes a civics course for primary schools in Poland, grades 6-8. The curriculum was developed as part of the Education for Democratic Citizenship in Poland Project, a cooperative effort of the Polish Ministry of National Education and the Mershon Center, The Ohio State University (United States). The project aims to help schools and teachers educate succeeding generations of Polish youth to be active, competent citizens committed to democratic values. The curriculum includes over 80 detailed lesson plans. The document is divided into two sections. The first consists of unit and lesson titles, and lesson abstracts. The second part is made up of sample lessons. The curriculum has five units: (1) local government, which includes fighting unemployment, different interest groups, water, garbage, influencing decisions, day care, budget decisions, neighborhood, local campaigns and elections, problem solving and responsibilities of local government; (2) principles of democracy including majority decisions, decision risks versus non-decision, compromise, conflicting values, everyday democratic principles, freedom of speech and artistic expression, democracy vs. dictatorship vs. anarchy, nation vs. state, and patriotism vs. nationalism; (3) human rights and freedom, including what they are and who is entitled to them, basic documents, children's rights, extra-governmental protection of human rights, rights of ethnic minorities, citizen responsibilities, and Amnesty International; (4) institutions of the democratic state; (5) citizen participation and public opinion; (6) free market economy; and (7) Poland, Europe, world, and current problems. (DK)

Accession Number: ED345993
Author: Butts,-R.-Freeman
Title: Analysis of Civic Education in the United States: National Standards and Civic Education in the U.S.
Year of Publication: 1991
Note: 20 p.; Paper presented at the International Conference on Western Democracy and Eastern Europe: Political, Economic and Social Changes (East Berlin, Germany, October 18, 1991). Dot matrix type.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Reports - Descriptive (141)
Descriptors: Educational-Objectives; Elementary-Secondary-Education; Futures-of-Society; Public-Education; United-States-History; Values-Education; World-History; *Citizenship-Education; *Curriculum-Development; *Democratic-Values
Identifiers: America-2000; *CIVITAS-

Abstract: This paper discusses the current status of civic education in the United States and the place of civic education in the current movement to establish national goals and standards for education. Most current reform efforts (e.g., America 2000) approach civic education by means of increasing the role of history and geography in the curriculum. Civics and government need to be established as core subjects in the curriculum. Advocates of national standards and national tests for achievement mention English, mathematics, science, history, and geography. They do not mention civics, government, or social studies as subjects for which there should be national standards or national tests. The new 700 page curriculum framework, CIVITAS (created by the Center for Civic Education), is described as one of the most important recent developments in civic education. CIVITAS (a Latin word meaning body, the body of citizens of a politically organized community and the concept of citizenship with its values of shared responsibility, common purpose, and sense of community) seeks to define the meaning of U.S. citizenship and outlines the civic virtues (civic dispositions and civic commitments), civic participation, and the civic knowledge and skills that U.S. citizens need to possess in order to live up to the ideals of democratic constitutional government. The CIVITAS curriculum is described and the role that it might play in current national reform efforts also is discussed. The CIVITAS table of contents is appended. (DB)

Accession Number: ED341593
Author: Butts,-R.-Freeman
Title: The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.
Year of Publication: 1988
Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.
Note: 246 p.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Books (010)
Target Audience: Teachers; Policymakers; Practitioners
Descriptors: Civics-; Constitutional-History; Constitutional-Law; Educational-Objectives; Elementary-Secondary-Education; Student-Educational-Objectives; Teaching-Methods; *Citizenship-Education; *Democ-

ratic-Values; *Law-Related-Education; *Moral-Values; *Social-Studies; *United-States-History

Abstract: In recent years a number of political and educational leaders and groups have urged the nation's public schools to place a greater emphasis on teaching civic values and on educating students to become citizens. This book puts forth the civic values and ideas that schools should be teaching. The volume is not a handbook or curriculum guide, but is designed to broaden the perspective of curriculum specialists, textbook authors, teachers, and educational policymakers. In the first three chapters of this four-chapter book, the study of and learning about history, the study and learning about constitutional principles, and the study and learning about conceptions of citizenship are examined. The final chapter offers a set of 12 ideas and civic values that should suffuse teaching and learning in the schools. These 12 values are justice, equality, authority, participation, truth, patriotism, freedom, diversity, privacy, due process, property, and human rights. (DB)

Accession Number: EJ476700
Author: Butts,-R.-Freeman
Title: National Standards and Civic Education in the United States.
Journal: International-Journal-of-Social-Education; v7 n3 p86-94 Win 1993
Available From: UMI
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Policymakers; Practitioners
Descriptors: Citizenship-Responsibility; Educational-Objectives; Elementary-Secondary-Education; History-Instruction; Politics-of-Education; Social-Sciences; Social-Studies; United-States-History; *Academic-Standards; *Citizenship-Education; *Civics-; *Democratic-Values; *Educational-Change
Identifiers: Center-for-Civic-Education-CA; National-Education-Goals-Panel; *America-2000; *CIVITAS-

Abstract: Maintains that the world is nearing the end of a great age of democratic revolutions. Asserts that civic or citizenship education is in danger of being sidetracked by the national educational reform movement. Argues that "CIVITAS," a civic education curriculum framework, provides a model for effective citizenship education. (CFR)

C

Accession Number: EJ484391
Author: Callan,-Eamonn
Title: Beyond Sentimental Civic Education.
Journal: American-Journal-of-Education; v102 n2 p190-221 Feb 1994
Available From: UMI
Document Type: Opinion Papers (120)
Descriptors: Citizen-Participation; Criticism-; Elementary-Secondary-Education; Emotional-Response; Imagination-; Political-Influences; Responsibility-; Traditionalism-; *Affective-Behavior; *Citizenship-Education; *Civics-; *Democracy-; *Educational-Philosophy; *History-Instruction

Abstract: Outlines a concept of political virtue, and consequently of civic education, that attempts to give both criticism and emotional engagement their due importance. Educational implications of the concept are explored in relation to the development of a sense of history among students. (SLD)

Accession Number: EJ515481
Author: Callan,-Eamonn
Title: Common Schools for Common Education.
Journal: Canadian-Journal-of-Education; v20 n3 p251-71 Sum 1995
Special section entitled "Common Schools for Common Education."
ISSN: 0380-2361
Available from: UMI
Document Type: Position Paper (120); Journal Article (080)
Descriptors: Access-to-Education; *Democracy; *Elementary-Secondary-Education; *Equal-Education; *Private-Schools; *Public-Schools; Social-Change
Identifiers: *Common-Education; Common-Schools; *Rawls (John); Respect

Abstract: A vision of common education for citizens of a liberal democracy warrants faith in common schools as an instrument of social good. Some kinds of separate schooling are not inconsistent with common schooling and are even desirable. Equal respect, as defined by J. Rawls, is a basis for common education. (SLD)

Accession Number: EJ475039
Author: Chance,-Jerry-M.
Title: On the Development of Democratic Citizens.
Journal: Social-Studies; v84 n4 p158-63 Jul-Aug 1993
Available From: UMI
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizen-Participation; Elementary-Secondary-Education; Ethical-Instruction; Multicultural-Education; Political-Socialization; Social-Influences; Social-Studies; Teacher-Behavior; Totalitarianism-; *Citizenship-Education; *Democracy-; *Democratic-Values; *Educational-Objectives; *Social-Values; *Values-Education

Abstract: Contends that the end of the Cold War does not necessarily mean the triumph of democracy. Presents

contemporary interpretations of the democratic concepts of liberty, equality, and fraternity. Asserts that responsible action in a democratic society requires continued reflection about values education. (CFR)

Accession Number: ED364450

Title: The Charters of Freedom: The Bill of Rights.

Corporate Sponsor: National Archives and Records Administration, Washington, DC. Office of Public Programs.

Year of Publication: 1993

Note: 10 p.; For related documents, see SO 023 393-400.

Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.

Document Type: Guides - Classroom - Teacher (052)

Target Audience: Teachers; Practitioners

Descriptors: Elementary-Secondary-Education; Field-Trips; Japanese-Americans; Law-Related-Education; Learning-Activities; Resource-Materials; Social-Studies; World-War-II; *Constitutional-History; *History-Instruction; *Primary-Sources; *Public-Agencies; *United-States-History

Identifiers: United-States-Constitution; *Bill-of-Rights; *National-Archives-DC

Abstract: This publication is intended for teachers bringing a class to visit the National Archives in Washington, D.C., for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns the Bill of Rights to the U.S. Constitution. Historical information on the Bill of Rights as well as on the internment of Japanese Americans during World War II is included. A photograph of the Bill of Rights and a photograph of persons of Japanese ancestry arriving at an internment center during World War II are included, as are two student exercises. (DB)

Accession Number: ED387392

Title: Civic Declaration: A Call for a New Citizenship. A New Citizenship Project of the American Civic Forum. An Occasional Paper of the Kettering Foundation.

Corporate Sponsor: American Youth Policy Forum, Washington, DC.; Minnesota Univ., Minneapolis. Center for Democracy and Citizenship.; Rutgers, The State Univ., New Brunswick, NJ. Walt Whitman Center.

Sponsoring Agency: Charles F. Kettering Foundation, Dayton, Ohio.

Year of Publication: 1994

Available From: Center for Democracy and Citizenship, Humphrey Institute, 301 19th Avenue, South, Minneapolis, MN 55455; Walt Whitman Center, Hickman Hall, Rutgers University, New Brunswick, NJ 08903.

Note: 30 p.

Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.

Document Type: Opinion Papers (120)

Descriptors: Citizen-Participation; Citizen-Role; Higher-Education; Law-Related-Education; Nationalism-; United-States-Government-Course;*Citizenship-Education; *Citizenship-Responsibility; *Civics-; *Democracy-; *Patriotism-; *Political-Science

Abstract: This position paper asserts that citizens must reclaim responsibility for and power over public affairs. The New Citizenship calls on all people to reassert common agency and to repossess democratic institutions through popular sovereignty that is the root of democracy. The volume includes the following chapters: (1) "Background"; (2) "Call for a New Citizenship"; (3) "The Challenge"; (4) "The New Citizenship: Civic Stories"; (5) "From 'Me' to 'We': The Lessons of Civic Stories"; (6) "The American Civic Forum"; and (7) "About the 'Civic Declaration'; Reflections of Civic Leaders." (EH)

Accession Number: ED348272

Title: Contemporary Perspectives on the Enduring Constitution: A Bicentennial Primer.

Corporate Sponsor: American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.; Department of Education, Washington, DC.

Year of Publication: 1991

Note: 92 p.; Papers based on presentations made at the Leon Jaworski Constitutional Institute (Philadelphia, PA, June, 1988).

Price: EDRS Price - Microfiche 01/Paper Copy 04 Plus Postage.

Document Type: Collected Works - General (020)

Descriptors: Elementary-Secondary-Education; Law-Related-Education; Political-Science; Social-Studies; *Citizenship-Education; *Constitutional-History; *Constitutional-Law; *Governmental-Structure; *United-States-History

Identifiers: *United-States-Constitution

Abstract: The 17 essays included in this book are designed to provide educators and other interested readers with contemporary perspectives on a broad range of themes and topics concerning the U.S. Constitution. The authors are a distinguished group of historians, political scientists, legal scholars, and jurists. The essays include: "The Achievement of the Constitution as Viewed by the Leading Federalists" (Thomas L. Pangle); "The Contribu-

tions of the States to American Constitutionalism" (George Dargo); "The Drafting of the Constitution" (Margaret Pace Duckett); "The Senate the Framers Created and Its Legacy Today" (Richard A. Baker); "The First Federal Congress" (Charlene N. Bickford); "The Confirmation Process and the Separation of Powers" (Hon. Patti B. Saris); "The Article III Judiciary—The Ideal and the Reality" (Hon. Kenneth F. Ripple); "Focal Themes and Issues for Teaching about the Federal Judiciary" (Kent Newmyer); "The Work of the Supreme Court and Sources of Information about It" (Jeffrey Morris); "The Institution of the Presidency under Article II" (Thomas E. Cronin); "The Constitution and the Conduct of Foreign Affairs" (David. G. Adler); "Does the Constitution Matter to the Presidency Today?" (Nancy Kassop); "Ratifying the Constitution: The State Context" (John P. Kaminski); "The Debate over Ratification in Virginia" (Richard R. Beerman); "The Debate over Ratification in New York" (Stephen L. Schechter); "The Constitution: A Political Document with an Ambitious Legacy" (James A. Henretta); and "Women and the Constitution: The Equal Rights Amendment" (Winifred Wandersee). (DB)

Accession Number: ED369702

Title: Co-Operation for Reinforcing the Development of Education in Europe (CORDEE). Final Report of the Regional Consultation Meeting (Paris, February 12-15, 1991).

Corporate Sponsor: United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Year of Publication: 1991

Available From: United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, 75007 Paris, France (free).

Note: 33 p.

Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.

Document Type: Collected Works - Proceedings (021)

Target Audience: Policymakers

Descriptors: Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Multicultural-Education *Citizenship-Education; *International-Cooperation; *International-Educational-Exchange; *International-Programs

Identifiers: *Europe-

Abstract: This report discusses a meeting to examine proposals for a new European program in the field of education. The assistant director for education stressed the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) concern that its attempt at developing cooperation in the field of education in Europe may build up yet another new bureaucracy and result in a duplication of effort or diversion of funds from efforts on behalf of developing countries. When discussing the agenda, the participants fully supported the initiative taken by UNESCO for the development of educational cooperation in Europe, and set out the methodological principles that should govern those new activities. They emphasized the need to pay greatest attention to: (1) the current priority needs of Central and Eastern European states within the framework of their reform process; and (2) establish direct and multiple contacts between educational communities that have been kept apart from each other for too long by the arbitrary division of Europe. The participants recommended that efforts to reinforce the inter- and intra-regional exchanges and joint actions should focus on specific subjects in the following priority areas: (1) education for all, meeting basic learning needs; (2) strengthening educational exchange to cope with changes brought about by the upheavals in Europe through learning of foreign languages, democratic practices, education relating to human rights, peace education, civic education, multicultural education, school text revision, and teacher training, and environmental education; and (3) including higher education among the group's activities. The working document for the meeting elaborating on the three priority areas is included. (DK)

Accession Number: EJ500248

Author: Cover,-Marilyn-R.

Title: Focus on Tolerance. Teaching Strategy.

Journal: Update-on-Law-Related-Education; v19 n1 p16-17 Win 1995

Document Type: Guides - Classroom - Teacher (052)

Target Audience: Teachers; Students; Practitioners

Descriptors: Democratic-Values; Homosexuality-; Minority-Groups; Secondary-Education; Sex-Differences; Social-Attitudes; Social-Bias; Social-Change; Social-Studies; Teaching-Methods; *Equal-Protection; *Law-Related-Education; *Learning-Activities; *Sex-Bias; *Social-Values; *State-Legislation

Identifiers: *Oregon-

Abstract: Asserts that tolerance is a fundamental part of democracy. Presents a lesson plan to help students understand tolerance as it applies to homosexuality. Includes student objectives, step-by-step instructional procedures, and a student handout featuring Oregon's proposed minority status and Child Protection Act. (CFR)

D

Accession Number: EJ515958

Author: Davis,-O.-L.,-Jr.

Title: Fifty Years after World War II: Toward the Reemphasis of Democracy in American Schools.

Journal: Journal-of-Curriculum-and-Supervision; v11 n1 p1-5 Fall 1995

ISSN: 0882-1232
Available from: UMI
Document Type: Evaluative Report (142); Journal Article (080)
Descriptors: Business; *Citizenship Education; *Democratic Values; *Educational History; Elementary Secondary Education; *Language; *Public Education; *World War II

Abstract: Since 1945 the postwar confidence in democracy has dimmed, and many democratic institutions, including public education, have attracted sharply hostile criticism. Business management rhetoric has replaced the language of democratic educational leadership. Despite its fragility, democracy is remarkably robust and merits renewal and restoration. All American citizens must participate. (MLH)

Accession Number: ED372021
Author: Dostalova,-Radmila
Title: Humanistic and Democractic Goals in the Czech Secondary School (Aims and Outlooks).
Year of Publication: 1993
Note: 9 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Reports - Descriptive (141)
Target Audience: Researchers
Descriptors: Civics-; Cultural-Background; Cultural-Influences; Democracy-; Foreign-Countries; Learning-Activities; Secondary-Education; Social-Sciences; Transitional-Schools; *Citizenship-Education; *Democratic-Values; *Educational-Change; *Educational-Objectives; *Humanism-
Identifiers: *Czechoslovakia-; *Czech-Republic

Abstract: Although the humanistic and democratic practices in the Czech Republic secondary schools are currently insufficient due to the communist regime prior to 1989, a tradition exists in the Czech cultural background for humanity and democracy in education, and those values can be incorporated into the school environment again. The long term isolation of Czechoslovakia from the developments in the social sciences that have taken place in the west since 1939 has resulted in an aversion to modern social sciences. Czech participants in discussions on the content of civic education agree that the central aim of civic education is to provide students the skills for individual responsibility and social participation. The goal of social science teaching that developed from participant discussions is to provide pupils with an understanding of the principles of a democratic society and to identify the fundamental values of a democracy. Extracurricular activities based in the civics curriculum help the students to think critically, listen with discernment, and communicate with power and precision. Education for citizenship means to enable students to make connections between what they learn and how they live. (Author/CK)

Accession Number: EJ469717
Author: Dwyer-Schick,-Susan-Adair
Title: An Introduction to Legal Traditions around the World.
Journal: Update-on-Law-Related-Education; v16 n3 p3,50-52 Fall 1992
Note: Special theme issue on "Law in World Cultures."
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Practitioners
Descriptors: Cultural-Differences; Cultural-Interrelationships; Culture-; Elementary-Secondary-Education; Foreign-Countries; Laws-; Social-Studies; World-History; *Civil-Law; *Civil-Liberties; *Foreign-Culture; *International-Education; *Law-Related-Education
Identifiers: Common-Law; *Basic-Law-West-Germany; *Germany-

Abstract: Asks what questions would help understand the relationship between culture and legal systems. Argues that one approach is to examine problems or disputes common to various legal traditions. Proposes using the issue of human rights in the Basic Law of Germany as a case study. (CFR)

E

Accession Number: ED379202
Title: Education for International Understanding: The Case of Ethiopia.
Corporate Sponsor: International Bureau of Education, Paris (France).
Year of Publication: 1994
Available From: International Bureau of Education, 1 rue Miollis, 75732 Paris Cedex 15 France.
Note: 35 p.; Prepared by Ethio-Education Consultants. Paper presented at the International Conference on Education, (44th, Geneva, Switzerland, October 3-8, 1994). For related documents, see SO 024 780-781.
Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.
Document Type: Reports - Research (143)
Target Audience: Policymakers
Descriptors: Citizenship-Education; Educational-Research; Elementary-Secondary-Education; Ethical-Instruction; Foreign-Countries; Intercultural-Communication; Peace-; Program-Evaluation; Teacher-Education; *Educational-Policy; *International-Cooperation; *International-Education; *International-Educational-Exchange; *Program-Content
Identifiers: *Ethiopia-

Abstract: This study reviews Ethiopia's efforts, experiences, and achievements with respect to developing education for international understanding over the past two decades in response to the United Nations recognition of the role education plays in promoting peace. It is an overture aimed at sharing ideas and experiences with all concerned for the promotion of peace and international understanding at home and abroad. It is possible to teach international understanding by emphasizing the removal of the sources of violence, conflict, and misunderstandings, the old patterns, and in their place creating a conducive environment for teaching peace and understanding by introducing new patterns. The spirit of education for international understanding urges people to appreciate their differences and to search and identify the common thread that ties them together enabling them to live and interact peacefully. This investigation consulted textbooks and curriculum only. Most of the books were from social studies, language, and civics classes at the primary and secondary school level. Ethiopia has made a great effort to advance international understanding and peace. Ethiopia has mediated internal conflicts between sister African countries of Sudan, Somalia, Morocco, and the Saharawi Republic (former Spanish Sahara). Ethiopia incorporates its foreign policy principles into the social studies curriculum. National objectives for international understanding are discussed, as are ways that Ethiopian society, business, and government support and promote peace and international cooperation. Contains 39 references. (DK)

Accession Number: ED366518

Title: Emphasis on the Instruction on the Documents of Virginia and United States History and Government. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document No. 3.

Corporate Sponsor: Virginia State Dept. of Education, Richmond.

Year of Publication: 1993

Note: 39 p.

Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.

Document Type: Legal /Legislative /Regulatory Materials (090)

Target Audience: Policymakers; Teachers; Practitioners

Descriptors: Curriculum-Enrichment; Elementary-Secondary-Education; Grade-5; Grade-7; Grade-11; Instructional-Materials; Law-Related-Education; *History-Instruction; *Primary-Sources; *State-History; *United-States-History

Identifiers: Bill-of-Rights; United-States-Constitution; *Virginia-

Abstract: This document from the Virginia Department of Education reports on a project to enable public schools to meet requirements of two laws. The first law required public schools to emphasize instruction on the documents of Virginia and United States history and government. The second requested that all public schools be urged to display copies of the Bill of Rights of the Constitution of the United States in commemoration of the bicentennial anniversary of its ratification. The Board of Education was directed to ensure that students be thoroughly knowledgeable about the significance of documents of history, with an emphasis on instructing students on the inherent rights included in these documents; the most significant of The Federalist Papers; the historical, political and cultural shaping of such documents, and their application to daily living. Virginia Standards of Learning objectives for social studies provide a focus on instruction of historical documents at grades five, seven, and eleven. This report discusses two documents developed to further assist school divisions in implementing these objectives. The first, "Documents and Symbols of Democracy" is an instructional book for Virginia students on the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of American Independence, the Constitutions of the United States and Virginia, and national and state symbols. The second publication was written to assist teachers as they prepared instructional and assessment activities to help students understand the documents of Virginia and U.S. history. Appendices which comprise about three quarters of the document include: (1) a copy of Senate Joint Resolution No. 187; (2) a copy of House Joint Resolution 288; (3) a copy of Superintendent's Memorandum No. 168; (4) "Documents and Symbols of Democracy" (because of length not physically included); (5) "Lessons on Documents and Symbols of Democracy" (because of length not physically included; and (6) a 23-item ERIC bibliography on the use of historic documents in classroom instruction. (DK)

F

Accession Number: EJ518991

Author: Farivar,-Sydney

Title: Citizenship Education: What Is It? Research Review.

Journal: Social-Studies-Review; v34 n3 p58-64 Spr 1996

Theme issue topic: "Middle School."

ISSN: 1056-6325

Available from: UMI

Document Type: Review Literature (070); Project Description (141); Journal Article (080)

Target Audience: Teachers; Researchers; Practitioners

Descriptors: Citizen-Role; *Citizenship-Education; Citizenship-Responsibility; *Classroom-Environment; *Classroom-Techniques; *Curriculum-Development;

Decision-Making; Democratic-Values; *Educational-Objectives; Elementary-Secondary-Education; Intermediate-Grades; Middle-Schools; *Social-Studies; Teacher Role; Teaching-Methods

Identifiers: *National Council for the Social Studies

Abstract: Maintains that citizenship education is at the center of social studies instruction. Asserts that citizenship responsibilities can be taught in the K-12 classroom. Presents three case studies of teachers using classroom techniques to improve student's support for democratic values. (CFR)

Accession Number: ED351261

Author: Farnbach,-Beth-Earley, Ed.

Title: The Bill of Rights—Alive!

Corporate Sponsor: Temple Univ., Philadelphia, PA. School of Law.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.

Publication Year: 1992

Note: 100 p.; Funding also received from the Pennsylvania Trial Lawyers Association.

Price: EDRS Price - Microfiche 01/Paper Copy 04 Plus Postage.

Document Type: Guides - Classroom - Teacher (052)

Target Audience: Teachers; Practitioners

Descriptors: Civil-Liberties; Constitutional-History; Elementary-Secondary-Education; Learning-Activities; Social-Studies; Teaching-Methods; United-States-History; *Constitutional-Law; *Law-Related-Education

Identifiers: *Bill-of-Rights; *United-States-Constitution

Abstract: This collection of lesson plans presents ideas for educators and persons in the law and justice community to teach young people about the Bill of Rights. The lesson plans are: "Mindwalk: An Introduction to the Law or How the Bill of Rights Affects Our Lives"; "Bill of Rights Bingo"; "The Classroom 'Constitutional Convention': Writing A Constitution for Your Class"; "Rewriting the Bill of Rights in Everyday Language"; "If James Madison Had Been in Charge of the World"; "Ranking Your Rights and Freedoms"; "Photojournalism and the Bill of Rights"; "Freedom Challenge"; "Do God and Country Mix? The Free Exercise Clause and the Flag Salute"; "Religion and Secular Purpose"; "A Mock Supreme Court Hearing: Lyng v. Northwest Indian Cemetery Protective Association"; "Away with the Manger"; "Choose on Choice: Pennsylvania's School Choice Legislation and the Separation of Church and State"; "An Impartial Jury: Voir Dire and the Bill of Rights"; "Do You Really Need a Lawyer? The Sixth Amendment & the Right to Counsel"; "From Brown to Bakke: The 14th Amendment"; "Drawing on Your Rights"; and "Bill of Rights Mock Trial." Each lesson contains the lesson title, an overview, grade level, goals, a list of materials, possible uses of outside resources, procedures/activities, and reflections on the lesson. (DB)

Accession Number: ED330638

Author: Fritzsche,-K.-Peter

Title: In Search of a New Language: Textbooks in the GDR.

Year of Publication: 1990

Note: 16 p.; Paper presented at the Annual Scientific Meeting of the ISPP (13th, Washington, DC, July 11-14, 1990).

Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.

Document Type: Speeches /Meeting Papers (150)

Descriptors: Civics-; Current-Events; Curriculum-Development; Elementary-Secondary-Education; Foreign-Countries; Political-Attitudes; Political-Influences; Social-Studies; Textbook-Bias; Textbooks-; World-Affairs; *Citizenship-Education; *Language-Role; *Social-Change; *Textbook-Content

Identifiers: West-Germany; *East-Germany

Abstract: Since the collapse of state socialism in East Germany in 1989, political discourse among citizens has changed dramatically. There is now talk of democracy, tolerance, the individual, and democratic socialism. This paper examines the impact of this new discourse upon citizenship education in what was formerly East Germany specifically focusing on changes made in civics textbooks. Old textbooks were filled with attempts to instill rigid stereotypes in children's minds, for example, "Lessons should contribute to intensifying a disgust for and hatred of imperialism among pupils." A new civics is slowly emerging, and some crucial questions need to be addressed: does the change in ideology and language also correspond to a change in consciousness and attitude or is the change in language just a means of covering up the old mentality and perhaps even the old ideology? German reunification raises some important issues including whether former citizens and experts of East Germany will be allowed to develop their own textbooks. (DB)

Accession Number: ED330636

Author: Fritzsche,-K.-Peter

Title: NATO in History and Civics Textbooks: The West German Case.

Journal: Internationale-Schulbuchforschung; n12 p35-47 1990

Note: 15 p.; Paper presented at the International Conference on NATO in History and Civics Textbooks (The Hague, Belgium, November 24-25, 1990).

Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.

Document Type: Journal Articles (080)

Descriptors: European-History; Foreign-Countries; Instructional-Materials; Secondary-Education; Social-Studies; Textbook-Content; Textbook-Research; Textbooks-; *Civics-; *History-Instruction; *International-Organizations; *Textbook-Evaluation

Identifiers: *North-Atlantic-Treaty-Organization; *West-Germany

Abstract: When analyzing the degree to which a balanced presentation of NATO is achieved in West German history and civics textbooks, two standards may be used: first, inclusion of information on NATO's formation, aims, strategies and achievements; and, second, inclusion of the criticisms that have been leveled at NATO from various points of view. This paper undertakes an analysis of West German history and civics textbooks based on these standards, the first of which is said to deal with "factual" themes and the second, with "controversial" themes. A number of categories among these themes are outlined. Four different approaches are found in textbooks covering NATO: legitimizing, legitimizing/controversial, controversial, and controversial/critical. "Legitimizing" refers to the type of presentation that limits itself to factual information concerning NATO and in which very little criticism of NATO is mentioned. "Legitimizing/controversial" refers to a combined approach, which, although it presents a few criticisms, still manages to include less than half of the controversial themes. "Controversial" represents the method of presentation that deals with at least half the controversial themes. "Controversial/critical" refers to a combined approach that treats controversial themes, revealing at the same time support for a change or improvement in NATO strategy. Controversial themes are found to be treated more extensively in civics textbooks than history texts. (DB)

Accession Number: ED337650

Title: Functional Literacy and Civic Education among Rural Women. Appeal.

Corporate Sponsor: United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Year of Publication: 1990

Note: 48 p.; Photographs will not reproduce clearly.

Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.

Document Type: Reports - Descriptive (141)

Descriptors: Adult-Basic-Education; Adult-Literacy; Continuing-Education; Developing-Nations; Females-; Foreign-Countries; Functional-Literacy; Illiteracy-; Rural-Areas; Sex-Discrimination; Sex-Fairness; *Citizenship-Education; *Economic-Development; *Literacy-Education; *Rural-Education; *Womens-Education

Identifiers: *Asia-Pacific-Region; *Empowerment-

Abstract: The inferior position assigned to Asian women jeopardizes not only their future status in society, but also the future of society itself. The major problems standing in the way of empowerment for women are individual and family related, community, sociopolitical, cultural, and economic. Centralized planning of literacy/civic education programs in the Asia Pacific region means that area-specific and need-specific programs for women are rarely implemented. Analyses of literacy/post-literacy materials in Asia and the Pacific have shown that the contents consist mainly of matters related to the stereotype of the traditional role of women in society. Strategies to achieve empowerment for women through education should include community participation, universalization of elementary education for girls, teacher development, decentralized planning, continuing education, international cooperation, income-generating projects, and organization. Special attention should also be paid to continuously revisable planning, more innovative materials and delivery methods, monitoring and evaluation, and support systems for women's projects. (Appendixes include a chart that correlates problems with proposed activities and agencies and 21 references are attached.) (YLB)

G

Accession Number: ED360238

Author: Gallagher,-Arlene-F., Ed.

Title: Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution.

Corporate Sponsor: Social Science Education Consortium, Inc., Boulder, Colo.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.

Year of Publication: 1991

Available From: Social Science Education Consortium, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

Note: 123 p.

Price: EDRS Price - Microfiche 01/Paper Copy 05 Plus Postage.

Document Type: Creative Works (030)

Target Audience: Students; Teachers; Practitioners

Descriptors: Citizenship-Education; Elementary-Education; Law-Related-Education; Learning-Activities; *Childrens-Literature; *Constitutional-History; *Constitutional-Law; *Readers-Theater; *Social-Studies

Identifiers: *United-States-Constitution

Abstract: This book summarizes itself as "A collection of excerpts from children's literature on themes related to the United States Constitution scripted in Readers Theatre format for elementary school students." It is based upon the belief that an integrated curriculum that correlates

content and skills is most appropriate at the elementary level. It contains scripts of stories that reflect constitutional principles and concepts with which the classroom teacher can infuse the study of the U.S. Constitution into the existing curriculum. Teaching is most effective when based on strategies that are characterized by student involvement and participation. This is especially important in citizenship education because students are unlikely to learn to become participating citizens if they only listen to instruction or work independently. A goal of this collection is to develop the child's ability to see more than one side or point of view regarding an issue or problem. The pieces are divided into the three sections. Those in the first section teach that choices have consequences. The second section deals with the rights of others. The final section works with the issue of developing a spirit of community in a country that values and celebrates individualism. The three scripts in this section explore how people treat each other and work together in a community. Issues include discrimination, problem solving, and taking care of each other. Advice on how to script a story is provided. The works are presented to be read in the form of a readers' theater, rather than to be performed as a skit or play. The emphasis is on participation not on being an audience. (DK)

Accession Number: ED343840
Author: Gallagher,-Arlene-F.; Singleton,-Laurel-R.
Title: Education for Freedom: Lessons on the First Amendment for Elementary School Students (K-6).
Corporate Sponsor: First Amendment Congress, Denver, CO.
Sponsoring Agency: Knight Foundation, Inc., Akron, Ohio.
Year of Publication: 1991
Available From: First Amendment Congress, 1445 Market Street #320, Denver, CO 80202 ($25.00).
Note: 93 p.; A product of the Education for Freedom Project. For the companion volume for grades 6-12, see SO 022 187. Title on cover differs from title page.
Price: EDRS Price - Microfiche 01/Paper Copy 04 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Responsibility; Educational-Objectives; Student-Educational-Objectives; United-States-History; *Citizenship-Education; *Constitutional-History; *Constitutional-Law; *Elementary-Education; *Law-Related-Education
Identifiers: *First-Amendment; *United-States-Constitution

Abstract: These lesson plans on the First Amendment are designed to help elementary school students to understand the history and meaning of the First Amendment and its importance in today's society. Seven lessons for primary grades cover the following topics: (1) Forms of expression; (2) Rights in daily life; (3) The First Amendment; (4) The right to meet in groups; (5) Using your rights; (6) Rights in conflict; and (7) Take away a right. Eight lessons for intermediate elementary grade students are provided on the topics of: (1) The case of the unconstitutional framework; (2) The First Amendment in the news; (3) Life without the First Amendment; (4) Limits to First Amendment rights; (5) Is flag burning protected speech?; (6) Was a Bill of Rights necessary?; (7) How has the First Amendment changed?; and (8) Liberties around the world. Each lesson contains a brief introduction and information on objectives, skills to be practiced, time required, materials and preparation needed, procedure, enrichment/extension activity, and related children's literature. The primary grades section includes information to help teachers teach First Amendment themes and holidays, a bibliography that lists curriculum resources and background reading, and an appendix that discusses social science concepts in the included lessons. The intermediate grades section includes suggested projects, a bibliography, and an appendix briefly outlining social science concepts in the intermediate materials. Both sections contain a description of the Education for Freedom Project, a First Amendment background paper, and a general introduction to the lesson materials. (DB)

Accession Number: ED390720
Author: Garman,-Brian
*Title: Civic Education through Service Learning. ERIC Digest.
Institutional Name (Corporate Source): ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1995
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698.
Note: 4 p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071)
Target Audience: Researchers
Descriptors: Citizen-Participation; Community-Cooperation; Family-School-Relationship; Law-Related-Education; Public-Service; Secondary-Education; Social-Studies; *Citizenship-Education; *Citizenship-Responsibility; *Civics-; *Partnerships-in-Education; *School-Community-Relationship
Identifiers: ERIC-Digests; *Service-Learning

Abstract: This digest addresses the decline in the willingness of U.S. youth to participate in service to the community or nation and suggests service learning as a possible remedy for the decline. There are long-term benefits of service learning: (1) helping to build community support for education; (2) facilitating a closer bond between school, community, and home; and (3) endowing students with a sense of civic efficacy and the sense that they can have a positive impact on civic affairs. Suggestions on how to structure an effective service learning program are provided. Contains eight references. (EH)

*For full text, see page 97.

Accession Number: EJ515974
Author: Germain,-Monique-J.-B.
Title: The Politics of Knowing and the Hope for Democratic Community.
Journal: Thresholds-in-Education; v22 n3-4 p10-14 Aug-Nov 1995
ISSN: 0196-9541
Document Type: Evaluative Report (142); Journal Article (080)
Descriptors: *Community; *Cultural-Pluralism; Definitions; *Democratic-Values; Elementary-Secondary Education; *Feminism; *Politics-of-Education; *Teacher-Responsibility
Identifiers: *Knowledge

Abstract: A community consists of people bound together by a common thread, such as shared learning, ethnicity, a common national history, professional identity, or social/political agenda. To maintain equilibrium, a democratic community needs more than psychological theories, group dynamics, or simplistic cultural descriptors. All persons come to "know" through community interactions. Human cultures exhibit different ways of knowing. (12 references) (MLH)

Accession Number: ED387927
Author: Golarz,-Raymond-J.; Golarz,-Marion-J.
Title: The Power of Participation: Improving Schools in a Democratic Society.
Year of Publication: 1995
Available From: Research Press, 2612 N. Mattis Avenue, Champaign, IL 61821 ($19.95).
Note: 138 p.
Price: Document Not Available from EDRS.
Descriptors: Democratic-Values; Educational-Improvement; Elementary-Secondary-Education; Mission-Statements; Parent-Participation; Program-Implementation; *Democracy-; *Governance-; *Participative-Decision-Making; *School-Based-Management

Abstract: This book provides the educational practitioner and community participants with the practical knowledge needed to follow a participatory governance process within an existing bureaucracy. Chapter 1 presents the principles of participatory governance and identifies various mind-sets that have developed over many decades of traditional education. Chapter 2 provides guidelines for defining the purpose of education and accommodating varying learning potentials. Building blocks, or elements, of successful participatory governance such as community involvement, team building, pyramiding, visioning, and consensus building are described in the third chapter. Chapter 4 discusses five steps for implementing a formal participatory governance plans, and chapter 5 describes obstacles to implementation. The final chapter addresses issues in site-based budgeting and staffing, assessment, and daily creative classroom interaction. Each chapter contains references. Information is included on National Training Associates, a training and consulting firm. (A list of 22 suggested readings is included.) (LMI)

Accession Number: ED366425
Author: Grossnickle,-Donald-R.; Stephens,-Ronald-D.
Title: Developing Personal and Social Responsibility. A Guide to Community Action.
Corporate Sponsor: National School Safety Center, Malibu, CA.
Sponsoring Agency: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Year of Publication: 1992
Available From: National School Safety Center, Pepperdine University, 24255 Pacific Coast Highway, Malibu, CA 90263 ($9).
Note: 116 p.
Price: EDRS Price - Microfiche 01/Paper Copy 05 Plus Postage.
Document Type: Books (010)
Target Audience: Parents; Teachers; Practitioners
Descriptors: Elementary-Secondary-Education; Integrity-; Moral-Development; Parent-Child-Relationship; Program-Descriptions; Resource-Materials; Self-Esteem; Student-School-Relationship; *Citizenship-Education; *Social-Responsibility; *Student-Responsibility; *Values-Education
Identifiers: Honesty-; Program-Characteristics

Abstract: Noting that much is known about teaching and learning personal and social responsibility but little is incorporated into the K-12 curriculum, this book is intended for parents and educators as a guide to helping children develop personal and social responsibility, especially as it relates to behavior in school. Part 1 of the book consists of five chapters: (1) "Making Responsibility Education a Priority at Home and School"; (2) "Teaching Responsibility"; (3) "Exploring the Meaning of Personal and Social Responsibility"; (4) "Setting Goals for Learn-

ing To Be Responsible"; and (5) "Parents and Schools: Co-Partners in Teaching Responsibility." Part 2 consists of one chapter that provides examples of model practices in teaching personal and social responsibility, while the single chapter that makes up part 3 describes 16 exemplary programs, resources, and references for parents, schools and the community. Six appendixes contain a sample teaching unit from the Character Education Institute, a sample responsibility lesson from the Home School Institute, a description of a responsible student from a high school department, a letter from a teacher to parents on course responsibility, a sample parent-student handbook, and a list of responsibility-oriented elementary school behavioral expectations. (MDM)

H

Accession Number: ED372025
Author: Hall,-Kermit-L., Ed.
Title: By and For the People: Constitutional Rights in American History.
Year of Publication: 1991
Available From: Harlan Davidson, Inc., 3110 North Arlington Heights Road, Arlington Heights, IL 60004-1592.
Note: 190 p.
Price: Document Not Available from EDRS.
Document Type: Books (010)
Target Audience: Teachers; Practitioners
Descriptors: Civics-; Constitutional-History; Higher-Education; Secondary-Education; Social-Studies; *Citizenship-Education; *Constitutional-Law; *Law-Related-Education; *United-States-History
Identifiers: United-States-Constitution; *Bill-of-Rights

Abstract: This book of essays connects controversies over rights and liberties today to their historical antecedents while explaining how social, political, and cultural changes have influenced understandings of specific provisions of the Bill of Rights. Written for teachers using a collaborative effort, each essay is accompanied by bibliographic information about readily accessible scholarship and a descriptive summary of leading court cases relevant to the subject. Topics covered include religion, speech, press, right to bear arms, due process, property rights, privacy rights, women and the Bill of Rights and the Constitution. The appendix includes the Constitution, a glossary, and a list of relevant court cases. (RJC)

Accession Number: ED369727
Author: Hall,-Kermit-L.
Title: The Power of Comparison in Teaching about Constitutionalism, Law, and Democracy.
Year of Publication: 1993
Note: 24 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Reports - Descriptive (141)
Descriptors: Citizenship-; Civics-; Constitutional-Law; Democracy-; Federal-Legislation; Global-Approach; Public-Affairs-Education; Secondary-Education; Social-Studies; *Citizenship-Education; *Comparative-Analysis; *Cross-Cultural-Studies; *Government-Role; *International-Studies; *Law-Related-Education
Identifiers: United-States-Constitution

Abstract: Promoting change in civic education means rethinking what are the important aspects to teach about the Constitution, law, and democracy to equip students to be effective and affective citizens. The scope of instruction needs to broaden to include specific comparisons between the U.S. federal system of law and constitutionalism with counterparts in other nations. The comparative approach offers three functions: (1) creates an awareness of alternatives; (2) allows students to test the relative impact of various social, economic, demographic, political, or intellectual factors on the form of different nation's civic cultures; and (3) permits students to identify common patterns of action and behavior. A discussion of various constitutions and laws provides examples to learn about the advantages and limitations of the U.S. Constitution, law, and policy. The examples show the unique aspects of the U.S. Constitution and law, gives meaning to concepts of globalization, internationalization, and multiculturalism, and provides opportunities to appreciate others. Two proposals promote a modest and a radical view on instruction: (1) the modest proposal combines the multicultural emphasis to a broadened vision of cross-cultural and international studies of law and law-related subjects; and (2) the radical proposal adopts a strongly thematic and value-based approach that would look less at understanding the system and more on appreciating the values embodied in that system. (CK)

Accession Number: EJ476701
Author: Hobson,-Cindy-Graff; Zack,-David-R.
Title: Education for Democracy: The Close Up Story.
Journal: Social-Studies; v84 n5 p189-95 Sep-Oct 1993
Available From: UMI
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Policymakers; Practitioners
Descriptors: Civics-; Democracy-; Educational-Objectives; Instructional-Materials; Learning-Strategies; Political-Issues; Secondary-Education; Social-Studies; Teaching-Methods; Thinking-Skills; United-States-History; *Citizen-Participation; *Citizenship-Education; *Democratic-Values; *Experiential-Learning; *Field-Trips; *Public-Affairs-Education

Identifiers: CIVITAS-; Janger-Steve; *Close-Up-Program

Abstract: Discusses the concept of participatory citizenship in a democracy. Describes the origin and development of the Close Up Foundation, which sponsors study trips for secondary students to Washington, D.C. Asserts that the teaching methods and materials used in the program promote effective learning and citizen participation. (CFR)

I

Accession Number: ED369700
Author: Isaac,-Katherine
Title: Civics for Democracy: A Journey for Teachers and Students.
Corporate Sponsor: Center for Study of Responsive Law, Washington, D.C.
Year of Publication: 1992
Available From: Essential Books, P.O. Box 19405, Washington, DC 20036 ($17.50).
Note: 390 p.
Price: Document Not Available from EDRS.
Document Type: Guides - Classroom - Learner (051)
Target Audience: Students; Teachers; Practitioners
Descriptors: Activism-; Civil-Rights; Community-Change; Community-Responsibility; Critical-Thinking; Democracy-; Instructional-Materials; Law-Related-Education; Secondary-Education; Social-History; Social-Studies; Student-Participation; Student-Projects; United-States-History; *Citizen-Participation; *Citizen-Role; *Citizenship-; *Citizenship-Education; *Citizenship-Responsibility; *Civics-

Abstract: Intended to help students learn that citizenship involves more than freedom and liberties, this book encourages students to participate in their schools and communities, to study the long tradition of citizen action in the United States, and to practice citizenship skills. Section 1 provides seven profiles of students who have worked to make positive change. Section 2 offers a history of five citizen movements: (1) civil rights; (2) labor; (3) women's rights; (4) consumer; and (5) environmental. These citizen movements show students how people have created change over the course of U.S. history. Section 3 presents 12 techniques for participation that citizens throughout U.S. history have used and continue to use to affect change. Section 4 describes 10 projects that students can undertake within the school or in the community to practice problem solving. In addition, 75 student activity ideas provide options for students to decide issues in their schools and communities they want to resolve. An extensive resource section list citizens groups, publications, teaching materials, and videos. (CK)

J

Accession Number: ED379204
Author: Janowski,-Andrzej
Title: Ethical and Moral Education: A National Case Study of Poland.
Corporate Sponsor: International Bureau of Education, Paris (France).
Year of Publication: 1994
Available From: International Bureau of Education, 1 rue Miollis, 75732 Paris Cedex France.
Note: 37 p.; Paper presented at the International Conference on Education (44th, Geneva, Switzerland, October 3-8, 1994). For related documents, see SO 024 779-780.
Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.
Document Type: Reports - Research (143)
Target Audience: Policymakers
Descriptors: Citizenship-Education; Educational-Research; Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Program-Evaluation; Role-Models; Teacher-Role; *Educational-Policy; *Ethical-Instruction; *Moral-Values; *Program-Content; *Social-Change; *Values-Education
Identifiers: *Poland-

Abstract: This study explores the Polish experience in values education. Between the years 1944 and 1989 Polish education was often state controlled with the sole purpose of subjugating education to Marxist-Leninist ideology. Over the years the communist party's dictates varied in intensity. Despite the party's efforts to prescribe ethics, certain values remained uncontaminated by communist oriented decision making. While it is difficult to substantiate this with objective research findings, evidence comes from the teachers themselves, especially teachers in the humanities and social sciences, who could observe and monitor values in Polish schools. Three values survived the government's ideologic pressure: (1) knowledge; (2) patriotism; and (3) western civilization. All three of these ideas remained deeply rooted in the minds of both teachers and parents. Four reasons contribute to explaining why patriotism remained an important principle: (1) Polish pre-war schooling followed an early 19th century approach that viewed education as the path toward liberation for subjugated nations; (2) in the majority of families, parents encouraged this attitude; (3) the Catholic Church, a very influential institution in Poland, supported patriotic education; and (4) the communist authorities were unwilling to suppress patriotic education because they were afraid to go against popular attitudes. The study suggests that the new focus for Poland's schools should be mutual understanding, an education for international understand-

ing. Specific programs and curricula are discussed. Contains nine references. (DK)

Accession Number: EJ467842
Author: Jonsson,-Ingrid
Title: Creating Citizens.
Journal: International-Studies-in-Sociology-of-Education; v2 n2 p185-98 1992
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizen-Participation; Comparative-Education; Curriculum-Development; Democratic-Values; Educational-Trends; Elementary-Secondary-Education; Evaluation-; Foreign-Countries; Interdisciplinary-Approach; *Citizenship-Education; *Civics-; *History-Instruction; *Outcomes-of-Education
Identifiers: Social-Justice; *Sweden-

Abstract: Discusses the history of citizenship education in Sweden during the twentieth century. Maintains that struggles for power in society have implications for citizen education in the schools. Reviews recent trends and changes in the Swedish educational system and the impact on citizenship education. (CFR)

K

Accession Number: EJ469716
Author: Kaplan,-Howard
Title: A Preface to "Law in World Cultures."
Journal: Update-on-Law-Related-Education; v16 n3 p2 Fall 1992
Note: Special theme issue on "Law in World Cultures."
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Practitioners
Descriptors: Cultural-Differences; Curriculum-Development; Elementary-Secondary-Education; Foreign-Countries; History-; Interdisciplinary-Approach; Political-Science; Social-Studies; World-History; *Citizenship-Education; *Cultural-Interrelationships; *Cultural-Pluralism; *International-Education; *Law-Related-Education

Abstract: Asserts the importance of studying legal systems and traditions of other nations. Provides five rationale statements for including comparative legal studies in law-related education. Features the articles in this special theme issue on law in world cultures. (CFR)

Accession Number: ED369685
Author: Kowalaski,-Jacek
Title: Center for Civic and Economic Education (Warsaw).
Corporate Sponsor: Center for Civic and Economic Education, Warsaw (Poland).
Sponsoring Agency: Ministry of National Education, Warsaw (Poland). Teacher Training Dept.; Ohio State Univ., Columbus. Mershon Center.
Year of Publication: 1993
Note: 10 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Reports - Descriptive (141)
Target Audience: Researchers
Descriptors: Elementary-Secondary-Education; Foreign-Countries; Instructional-Materials; International-Educational-Exchange;*Citizenship-Education; *Civics-; *Curriculum-Development; *Economics-Education; *Teacher-Education-Programs
Identifiers: *Center-for-Civic-and-Economic-Education-Poland; *Poland-

Abstract: Poland's Center for Civic and Economic Education was established to improve teachers' ability to instruct students in civic education in the newly democratized Poland. The Center seeks to improve teacher skills, to gather information on effective teaching methods and curricula, and to pursue other activities to heighten civic education in Polish schools. During 1993 the Center held workshops and seminars to promote these goals. At the same time, other Polish and international institutions held conferences that helped promote the Center's activities, while the Center worked to foster the educational aims of other groups. The Center has been conducting youth forums on various subjects, aiding in the publication of books and other materials that encourage teaching about democracy, and gathering library and database materials for use by educators. In 1994 the Center plans to hold more teacher workshops, one-day "current issues" meetings for teachers, youth forums, and more programs in cooperation with other institutions. (SG)

Accession Number: EJ441968
Author: Kozakiewicz,-Mikolaj
Title: Educational Transformation Initiated by the Polish Perestroika.
Journal: Comparative-Education-Review; v36 n1 p91-100 Feb 1991
Available From: UMI
Note: Theme issue with title "Education in a Changing Europe."
Document Type: Journal Articles (080)
Descriptors: Elementary-Secondary-Education; Foreign-Countries; Humanities-Instruction; Politics-of-Education; *Educational-Change; *Government-School-Relationship; *Ideology-; *Privatization-; *State-Church-Separation
Identifiers: *Poland-

Abstract: A snapshot of the changing Polish educational system focuses on elimination of uniform curriculum

requirements, return of religious instruction, emergence of private and religious schools, removal of overtly ideological materials from history and literature curricula, and fears of a power struggle between the present postcommunists and new reformers. (SV)

Accession Number: EJ510830
Author: Kuiper,-Wilmad; van-den-Akker,-Jan
Title: Evaluation of the Implementation of Curriculum Materials for Civics in the Netherlands.
Journal: Social-Studies; v86 n3 p129-33 May-Jun 1995
Document Type: Reports - Research (143); Journal Articles (080)
Target Audience: Researchers; Policymakers
Descriptors: Active-Learning; Educational-Strategies; Foreign-Countries; Learning-Activities; Role-of-Education; Secondary-Education; Social-Studies; Teacher-Behavior; Teaching-Methods; *Citizenship-Education; *Civics-; *Curriculum-Development; *Educational-Change; *Educational-Objectives
Identifiers: Dutch-National-Institute-for-Curriculum-Develop; *Netherlands-

Abstract: Reports on an evaluative study of a secondary level civics curriculum in the Netherlands. Finds a discrepancy between the curriculum plans of the developers and the classroom implementation of the curriculum. Recommends an implementation-oriented development strategy with emphasis on early and intensive formative evaluation. (CFR)

L

Accession Number: EJ519324
Author: La Boon,-Sherry T.
Title: Community Education in Russia: A Laboratory for Learning Democracy
Journal: Community-Education-Journal; v22 n3-4 p25-28 Spr-Sum 1995
Available From: UMI
Descriptors: *Community-Education; Foreign-Countries; *Social-Change; *Democracy; Educational-Change
Identifiers: *Collectivism; *Russia

Abstract: Because community education is both collectivist and democratic, it would allow Russians to continue collectivist traditions, give them a format for addressing specific social problems, and clear up misconceptions about democracy. (SK)

Accession Number: EJ454113
Author: Lane,-Pamela-S.; McWhirter,-J.-Jeffries
Title: A Peer Mediation Model: Conflict Resolution for Elementary and Middle School Children.
Journal: Elementary-School-Guidance-and-Counseling; v27 n1 p15-23 Oct 1992
Available From: UMI
Document Type: Journal Articles (080)
Descriptors: Elementary-Education; Middle-Schools; Models-; *Arbitration-; *Conflict-Resolution; *Elementary-School-Students; *Peer-Relationship
Identifiers: Middle-School-Students

Abstract: Describes school peer mediation as a mode of student conflict management to be used with elementary and middle school students. The background and theoretical assumptions underlying the model are explained, benefits to students and to the school are discussed, and training of staff and student peer mediators is described. A peer mediation process checklist is appended. (NB)

Accession Number: EJ519678
Author: Larson, -Bruce-E.; Parker, -Walter-C.
Title: What is Classroom Discussion? A Look at Teachers' Conceptions
Journal: Journal-of-Curriculum-and-Supervision; v11 n2 p110-26 Win 1996
Available From: UMI
Descriptors: *Discussion (Teaching Technique); *Teacher Attitudes; *Social Studies; *Democratic Values; *Citizenship Education; *Inquiry; Student Motivation; High Schools; Suburban Schools

Abstract: Explores three social-studies teachers' conceptions of classroom discussion, focusing on discussion's defining characteristics and purpose and influences on usage. Data included interview and think-aloud responses and classroom observations. Teachers view discussion as recitation, teacher-directed conversation, open-ended exploration, a challenging inquiry method, and a gateway to real-world applications. (26 references) (MLH)

Accession Number: ED381475
Title: Legacy: Linking Educators and the Gifted with Attorneys for Civics: Yes! Challenging Lessons for the Classroom and Beyond.
Corporate Sponsor: CRADLE: Center for Research and Development in Law-Related Education, Winston-Salem, NC.
Year of Publication: 1994
Available From: Center for Research and Development in Law-Related Education, 2714 Henning Drive, Winston-Salem, NC 27106-4502.
Note: 176 p.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Citizenship-Education; Elementary-Sec-

ondary-Education; Instructional-Materials; Social-Studies; Teaching-Methods *Gifted-; *Law-Related-Education

Identifiers: Fourth-Amendment; United-States-Constitution

Abstract: This collection of 17 lessons developed by teachers is intended to assist in teaching civic education to gifted and talented students. Gifted and talented students find the study of the United States Constitution, case law, and the legislative process fascinating. Divided into two sections, one for elementary and middle school and the other for middle and high school, the lessons cover the origins and evolution of the system of government, how and why the legal system operates as it does, and the roles of politicians, lawyers, judges, and citizens in ensuring effective and responsible government. Julie Tunnell, an elementary teacher from Dublin, Ohio, presents a lesson plan based on a search warrant simulation. Students are introduced to the Fourth Amendment, review several hypothetical searches, ask questions of a visiting police officer, engage in a simulation about a stolen calculator, and prepare a search warrant. Vicki L. Chase, a high school teacher from Idaho Falls, Idaho, developed a lesson plan about the 1964 Civil Rights Act. The lesson introduces students to the impact of discrimination prior to the Act, investigates instances of unconstitutional discrimination, and explores how U.S. life has changed since the 1964 Civil Rights Act. The lesson plans in the collection include student handouts, bibliographies, and clearly specified procedures. (JD)

Accession Number: ED390779

Author: Leming,-Robert-S.

*Title: Essentials of Law-Related Education. ERIC Digest.

Institutional Name (Corporate Source): Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Year of Publication: 1995

Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698.

Note: 4 p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: Information Analyses - ERIC IAP's (071)

Descriptors: Higher-Education; Social-Studies; *Citizenship-Education; *Law-Related-Education

Identifiers: ERIC-Digests; *American-Bar-Association

Abstract: Defining law-related education (LRE) as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based, this Digest outlines four essential elements of LRE. These are: (1) subject matter and concepts; (2) instructional strategies and contexts; (3) skills; and (4) attitudes, beliefs, and values. Together, they provide K-12 students with active learning experiences that enhance their ability to explore rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. The digest contains a five-item bibliography. (LH)

*For full text, see page 99.

Accession Number: ED388534

Author: Leming,-Robert-S., Ed.; Downey,-James, Ed.

Title: Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.

Corporate Sponsor: American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Year of Publication: 1995

Available From: ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 EastTenth Street, Suite 120, Bloomington, IN 47408-2698 ($8.50 plus $1.50 shipping and handling).

Note: 75 p.; Funding also received from the American Bar Association's Fund for Justice and Education.

Price: EDRS Price - Microfiche 01/Paper Copy 03 Plus Postage.

Document Type: Information Analyses - ERIC IAP's (071); Reference Materials - Bibliographies (131)

Target Audience: Teachers; Practitioners

Descriptors: Annotated-Bibliographies; Curriculum-Enrichment; Elementary-Secondary-Education; Social-Studies; *Citizenship-Education; *Law-Related-Education

Identifiers: American-Bar-Association; ERIC-

Abstract: A guide to the vast array of available resources for law-related education (LRE), this annotated bibliography is intended to assist any one concerned with the civic education of youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 43 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of

50 journal articles in Current Index to Journals in Education. Part 3 has two ERIC digests on LRE. The first is "Mediation in the Schools" by David Keller Trevaskis. The second digest is Robert S. Leming's "Teaching about Landmark Dissents in United States Supreme Court Cases." Part 4 contains the American Bar Association's "Essentials of Law-Related Education: A Guide for Practitioners and Policymakers." Also included are appendices that provide contact information for a network of LRE programs being conducted at both national and state levels and instruction on submitting LRE documents to the ERIC system. (LH)

Accession Number: ED379205
Author: Leming,-Robert-S.
*Title: Teaching about Landmark Dissents in United States Supreme Court Cases. ERIC Digest.
Institutional Name (Corporate Source): ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1995
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Note: 4 p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071); ERIC Digests in Full Text (073)
Target Audience: Teachers; Practitioners
Descriptors: Curriculum-Development; Decision-Making; Elementary-Secondary-Education; Resource-Materials; Social-Studies; Teaching-Methods; *Constitutional-History; *Court-Judges; *Court-Litigation; *Dissent-; *History-Instruction; *Opinions-
Identifiers: Betts-v-Brady; ERIC-Digests; Minersville-School-District-v-Gobitis; Olmstead-v-United-States; Plessy-v-Ferguson; *Supreme-Court

Abstract: This ERIC digest discusses the use of dissenting U.S. Supreme Court decisions in teaching about U.S. constitutional history. For most of its history, the U.S. Supreme Court has issued a single opinion indicating its decision in a case. The Court disposes of each case it reviews by majority rule (either affirming or reversing) and provides a rationale for its decision. The disposition and rationale are both critical elements of the Court's decision. In providing reasons for its decision, the Court may offer constitutional interpretations that have a significant impact on U.S. law and society. In cases where some justices do not agree completely with the Court's decision, they may write or join concurring and dissenting opinions. In "concurring" opinions, justices agree with the majority regarding the outcome of the case, but disagree in some way with the reasons that support the outcome. In "dissenting" opinions, justices disagree with the outcome of the case and present rationales for their views. Justices offer reasons for their decisions based on their understanding of law, history, and policy. Unlike the Court's majority opinions, dissents have no legal force. They can, however, encourage federal legislation to reverse or limit the Court's decision. They may influence the Court in future decisions. This ERIC digest focuses on four exceptional cases, in which dissents have attained landmark status in U.S. legal history in that they influenced subsequent reversals by the Court or have come to articulate revised opinions of the Court. (Author/DK)

*For full text, see page 93.

Accession Number: ED339673
Author: Leming,-Robert-S.
*Title: Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
Institutional Name (Corporate Source): ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC
Year of Publication: 1991
Note: 4 pages
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Civics-; Constitutional-History; Court-Role; Democratic-Values; Educational-Objectives; Laws-; Secondary-Education; Social-Studies; United-States-History;*Citizenship-Education; *Constitutional-Law; *Law-Related-Education; *Teaching-Methods
Identifiers: ERIC-Digests; *Supreme-Court

Abstract: Since 1789, the Supreme Court has been making decisions that affect all U.S. citizens. The study of Supreme Court cases, therefore, should be an integral part of civic education. This ERIC Digest discusses: (1) constitutional issues and Supreme Court cases that should be taught; and (2) effective strategies for teaching them. It also includes a list of national organizations that develop resources to enhance the teaching of Supreme Court cases. (Author)

*For full text, see page 79.

Accession Number: ED388537
Author: Lindquist,-Tarry-L.; And-Others
Title: Teaching the Bill of Rights. A Guide for Upper Elementary and Middle School Teachers.
Corporate Sponsor: University of Puget Sound, Tacoma, WA. Inst. for Citizen Education in the Law.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.
Year of Publication: 1991
Available From: University of Puget Sound School of Law, Institute for Citizen Education in the Law, 950 Broadway Plaza, Tacoma, WA 98402-4470.
Note: 312 p.; For some related reports from this institute, see SO 025 101-105.
Price: EDRS Price - Microfiche 01/Paper Copy 13 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Constitutional-Law; Elementary-Education; Elementary-School-Teachers; Foreign-Countries; Instructional-Materials; Intermediate-Grades; Middle-Schools; Secondary-School-Teachers; Teaching-Guides; Teaching-Methods; *Citizenship-Education; *Law-Related-Education; *Social-Studies
Identifiers: Pacific-Rim; United-States-Constitution; *Bill-of-Rights

Abstract: To celebrate the Bicentennial of the United States Constitution, this curriculum illustrates the concepts of the Constitution and Bill of Rights through events and issues of the Pacific Northwest. The eight units of the curriculum include constitutional visions, the trial of Hershel C. Lyon: an environmental dilemma, comparison of rights around the Pacific Rim, a whole language approach to law and literature, a bibliography, Japanese internment cases, a history of the Bill of Rights, freedom of speech, and self-incrimination. The unit on rights around the Pacific Rim requires students to compare individual rights across cultures and provides information on rights in the United States, Soviet Union, the Philippines, Mexico, Canada and China. For each unit, the curriculum guide explains the sources of the material, the need for resource persons, the number of class periods, a general description, and outcomes. The units include lesson plans which state the objectives, trace the procedures, and present student handouts. The lesson plans endeavor to stimulate student interest through interactive activities such as brainstorming, role plays, mock trials, small groups, and games. (JD)

Accession Number: EJ420712
Author: Lochridge,-Hope
Title: Law Related Education: The Link between Citizenship, Education Theory and Practice.
Journal: Social-Studies-Texan; v6 n2 p55-57 Fall 1990
Note: Page numbers differ from Table of Contents.
Document Type: Journal Articles (080)
Target Audience: Teachers; Practitioners
Descriptors: Civics-; Course-Content; Curriculum-Development; Educational-Objectives; Elementary-Secondary-Education; Nontraditional-Education; Social-Studies; Theory-Practice-Relationship; United-States-Government-Course *Citizenship-Education; *Citizenship-Responsibility; *Experiential-Learning; *Law-Related-Education; *Student-Participation
Identifiers: Texas-; *United-States-Constitution

Abstract: Introduces law-related education (LRE) projects developed in Texas, highlighting the State Bar of Texas' LRE curriculum, "Law in a Changing Society." Identifies LRE's nontraditional methods, including role playing, simulations, debates, mock trials, and lectures from community professionals. Stresses LRE's ability to teach responsible citizenship by engaging students, and making the U.S. government real to them. (CH)

Accession Number: ED374070
Author: Long,-Gerald-P.
Title: Constitutional Rights of Juveniles and Students: Lessons on Sixteen Supreme Court Cases.
Corporate Sponsor: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1994
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.
Note: 156 p.
Price: EDRS Price - Microfiche 01/Paper Copy 07 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Students; Teachers; Practitioners
Descriptors: Due-Process; Equal-Protection; Freedom-of-Speech; Government-School-Relationship; High-Schools; Social-Studies; State-Church-Separation; United-States-History; *Childrens-Rights; *Constitutional-Law; *Court-Litigation; *Law-Related-Education; *Student-Rights
Identifiers: *Supreme-Court

Abstract: This document is a collection of 16 lessons designed for use in United States history and American government courses at the high school level. The lessons are divided into four distinct categories: (1) religion and the Establishment Clause; (2) freedom of expression; (3) due process and other rights of the accused; and (4) equal protection of the laws. Individually each lesson is based upon an actual cases decided by the United States Supreme Court. The lessons are intended to introduce students to basic constitutional principles, especially the need to protect individual liberties in an ordered society. Reenactments of key Supreme Court cases are an effective way to introduce students to constitutional issues. The lessons in

this manual are based intentionally on controversies that originated in U.S. classrooms or the juvenile court system.

Students tend to have a natural curiosity about cases that focus on young people confronting issues that might be similar to the ones they are currently facing, or interacting in a school environment that is analogous to their own. The use of authentic cases also can help to illustrate that it is possible for ordinary citizens, including students, to initiate actions that ultimately reach the Supreme Court where important precedents that affect millions of people are established. This manual includes suggested teaching approaches, two bibliographies, and a listing of national law-related education resource centers and state coordinators for law-related education. Appendices include the U.S. Constitution, three ERIC digests, and information on the American Bar Association's law-related education resource center. (DK)

M

Accession Number: EJ475038
Author: Mabe,-Alan-R.
Title: Moral and Practical Foundations for Civic Education.
Journal: Social-Studies; v84 n4 p153-57 Jul-Aug 1993
Available From: UMI
Document Type: Information Analyses - General (070)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizen-Participation; Curriculum-Design; Educational-Objectives; Elementary-Secondary-Education; Social-Behavior; Social-Studies; Social-Values; State-Church-Separation; Values-Education; *Citizenship-Education; *Critical-Thinking; *Ethical-Instruction; *Moral-Values; *Political-Socialization; *Social-Influences
Identifiers: *Rawls-John

Abstract: Asserts that, although there is widespread agreement that civic education is a worthy educational goal, there is little agreement about its content or appropriate instructional methods. Maintains that effective moral education must involve discussion of substantive civic-moral issues and consideration of moral alternatives. Recommends using the new social contract approach of John Rawls. (CFR)

Accession Number: EJ447844
Author: MacIsaac,-Teresa
Title: An Approach to Program Development in Civics for Canadian Schools.
Journal: Social-Education; v56 n1 p58-62 Jan 1992
Available From: UMI
Document Type: Journal Articles (080)
Target Audience: Teachers; Practitioners
Descriptors: Constitutional-History; Foreign-Countries; Minority-Groups; Political-Divisions-Geographic; Secondary-Education; *Citizenship-Education; *Civics-; *Government-Administrative-Body; *History-Instruction; *North-American-History; *Political-Socialization
Identifiers: Historical-Background; Historical-Methods; Politicians-; *Canada-

Abstract: Presents a basis of a history framework for program development in civics in Canadian schools. Identifies elements of government that are associated with civics and selects historical events through which to study these elements. Discusses the history of thought, history as a science, constitutional history, the government, leaders, and national character. (DK)

Accession Number: ED375017
Author: Massaro,-Toni-Marie
Title: Constitutional Literacy. A Core Curriculum for a Multicultural Nation.
Year of Publication: 1993
Available From: Duke University Press, Box 90660, Durham, NC 27708-0660 ($24.95).
Note: 204 p.
Price: EDRS Price - Microfiche 01/Paper Copy 09 Plus Postage.
Document Type: Books (010)
Target Audience: Policymakers; Teachers; Practitioners
Descriptors: Constitutional-Law; Curriculum-Development; Elementary-Secondary-Education; Social-Studies; *Citizenship-Education; *Core-Curriculum; *Law-Related-Education; *Multicultural-Education
Identifiers: *United-States-Constitution

Abstract: From the perspective of constitutional law, this volume reconciles the conflicting claims of educational reformers who demand a curriculum for national unity and those who call for multiculturalism. The first part of the book describes the educators' opposing views about core curriculum and the century-long history of the debate. The second part of the book rephrases the debate into constitutional terms and concludes that a core social studies curriculum that stresses freedom of religion, freedom of speech, and equality would satisfy the demands for both unity and diversity. Beginning with the insight that schools should teach conflict as well as consensus, the book outlines the features of the U.S. curriculum for constitutional literacy. Social studies and law-related studies should not be taught as static and harmonious knowledge but rather as a chaotic set of conflicts that continue to shape the present world. The book concludes with extensive notes and an index of key terms. (JD)

Accession Number: EJ492366
Author: Mathison,-Carla
Title: Getting to the Heart of Things: Intersections of Multicultural, Global and Civic Education.

Journal: Multicultural-Education-Journal; v12 n1 p3-10 Spr 1994

Document Type: Information Analyses - General (070)

Descriptors: Citizen-Participation; Cultural-Pluralism; Educational-Planning; Secondary-Education; *Citizenship-Education; *Cultural-Awareness; *Educational-Needs; *Global-Approach; *Multicultural-Education; *Values-Education

Abstract: Substantiates the connections between multiculturalism and global and civic education. Interconnections are examined in the areas of building cross-cultural knowledge and appreciation; participating effectively in individual, local, state, national, and global issues and actions; and understanding the dynamics of systems. (GLR)

Accession Number: ED338538

Author: McClain,-Janet; And-Others

Title: Celebrating the Bill of Rights and Constitutional Amendments: An Instructional Unit for Elementary Grades.

Corporate Sponsor: Northern Iowa Univ., Cedar Falls. Price Lab. School.

Year of Publication: 1991

Available From: Unit III Products, Price Laboratory School, University of Northern Iowa, 19th & Campus Street, Cedar Falls, IA 50613 ($25.00).

Note: 52 p.; For related materials, see ED 286 804 and SO 021 671.

Price: Document Not Available from EDRS.

Document Type: Guides - Classroom - Teacher (052)

Target Audience: Teachers; Practitioners

Descriptors: Citizenship-Education; Constitutional-Law; Elementary-Education; Learning-Activities; Social-Studies; Student-Educational-Objectives; Units-of-Study; *Constitutional-History; *Elementary-School-Curriculum; *Instructional-Materials; *United-States-History

Identifiers: *Bill-of-Rights; *United-States-Constitution

Abstract: Designed to provide elementary teachers with practical materials for the study of the Bill of Rights and other amendments to the U.S. Constitution, each of the 10 lessons provided in the unit includes objectives, materials, procedure, and answer keys where needed. The 10 lessons are: (1) The Bill of Rights; (2) Amending the Constitution; (3) Rights and responsibilities; (4) A classroom constitution and bill of rights; (5) Minorities and the Constitution; (6) Women and the Constitution; (7) Twenty-six and counting: The ERA Amendment; (8) Bill of Rights timeline; (9) Celebrate Bill of Rights Day; and (10) Review/test. A 15-item bibliography and transparency masters are included. (DB)

Accession Number: EJ520338

Author: McDonnell,-Maureen

Title: Civic Education of, by and for the Students

Journal: Momentum; v27 n1 p 8-11 Feb-Mar 1996

Available From: UMI

Descriptors: *Citizenship Education; *Citizen Participation; Citizen Role; Civics; Community Attitudes; *Citizenship Responsibility; *Teaching Methods; Curriculum Design; Educational Philosophy

Identifiers: *Close Up Program

Note: Part of a special section entitled "Catholic Education: Route to Freedom."

Abstract: Describes the Close Up Foundation, a nonpartisan civic organization, and its approaches to citizenship education. Indicates that the Foundation's goal is to develop the knowledge, skills, and attitudes that encourage greater civic participation and that its approach stresses the diversity of participants, active learning, a balance of viewpoints, and cooperative structures. (MAB)

Accession Number: ED338524

Author: McEwan,-Barbara

Title: Judicious Discipline: Citizenship Values as a Framework for Moral Education.

Year of Publication: 1990

Note: 6 p.

Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.

Document Type: Reports - Descriptive (141)

Descriptors: Citizenship-Education; Civil-Liberties; Democratic-Values; Discipline-Policy; Educational-Administration; Educational-Theories; Elementary-Secondary-Education; Ethics-; *Classroom-Techniques; *Codes-of-Ethics; *Constitutional-Law; *Ethical-Instruction; *Student-Rights

Identifiers: *United-States-Constitution

Abstract: When teaching moral education, the ethical dilemma often faced by educators revolves around the question of whose morals should be taught. Judicious Discipline, a constitutional model for classroom management, proposes to answer this question by offering educators the opportunity to teach the moral standards of the U.S. democratic system of government. The legal framework for this model helps educators avoid common pitfalls of rules reflecting bias and caprice by providing legal rationales to discipline decisions. Beyond the legal framework, however, Judicious Discipline also speaks to the issues of professional ethics among teachers and administrators. This combination of constitutional law and ethical practices is synthesized in Judicious Discipline to create a model that empowers educators with a means for making fair and rational decisions and allows students to understand their rights and responsibilities as citizens of the United States. (Author/DB)

Accession Number: EJ490100
Author: McKinney-Browning,-Mabel-C., Ed.; Barth,-James-L., Ed.
Title: Social Studies: Citizenship Education for Building Nations and Educating Global Citizens. Perspectives.
Journal: Social-Studies-and-the-Young-Learner; v6 n4 p30-32 Mar-Apr 1994
Available From: UMI
Note: Theme issue topic: "Global Perspectives in a New World."
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Curriculum-Development; Educational-Philosophy; Elementary-Education; Foreign-Countries; Government-School-Relationship; Imperialism-; Nationalism-; Political-Attitudes *Citizenship-Education; *Colonialism-; *Comparative-Education; *Educational-Objectives; *Global-Approach; *Social-Studies
Identifiers: Botswana-; Lesotho-; United-States : *National-Council-for-the-Social-Studies

Abstract: Contends that social studies, originally a curriculum area unique to the United States, has become an international field of study. Asserts that social studies helps to develop citizenship and to encourage democratic institutions in nations that were formerly colonized by others. (CFR)

Accession Number: EJ495538
Author: Meyer,-Howard-N.
Title: A Global Look at Law and Order: The "World Court" at the UN's Fiftieth.
Journal: Social-Education; v58 n7 p417-19 Nov-Dec 1994
Available From: UMI
Note: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Conflict-Resolution; Elementary-Secondary-Education; Foreign-Countries; Foreign-Policy; International-Cooperation; International-Crimes; International-Relations; Law-Related-Education; Peace-; United-States-History; War-; World-War-II; *Futures-of-Society; *International-Law; *International-Organizations; *World-Affairs; *World-History
Identifiers: Cold-War; International-Court-of-Justice; Netherlands-Hague; New-York-New-York; *United-Nations; *World-Court

Abstract: Maintains that, although the United Nations and its New York headquarters is well-known, the location and activities of the World Court in the Hague, Netherlands, are seldom mentioned in the news. Discusses the origins, structure, and composition of the International Court of Justice, better known as the World Court. (CFR)

Accession Number: ED361265
Author: Miller,-Barbara; Parisi,-Lynn
Title: Teaching about Law and Cultures: Japan, Southeast Asia (Hmong), and Mexico.
Corporate Sponsor: Social Science Education Consortium, Inc., Boulder, Colo.
Sponsoring Agency: Department of Education, Washington, DC.
Year of Publication: 1992
Available From: Social Science Education Consortium, Inc., 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.
Note: 203 p.
Price: EDRS Price - Microfiche 01/Paper Copy 09 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Area-Studies; Cross-Cultural-Studies; Culture-; Ethnic-Groups; Foreign-Countries; Immigrants-; Instructional-Materials; Japanese-Americans; Mexican-Americans; Mexicans-; Secondary-Education; *Cultural-Awareness; *Cultural-Differences; *Cultural-Pluralism; *Hmong-People; *Law-Related-Education
Identifiers: Asia-Southeast; *Japan-; *Mexico-

Abstract: To meet the needs of students who are Asian and Hispanic refugees, as well as the needs of a democratic society, teachers must be able to teach effectively an understanding and appreciation of the U.S. legal and judicial system while acknowledging, responding to, and integrating the cultural backgrounds and experiences of a diverse student population. This program is the result of a statewide program to develop, test, and train teachers in an innovative approach to law-related education that integrates the teaching of law and culture. The program focused on materials, strategies, teacher training, and community partnerships for teaching law-related education through an exploration of law and culture in the United States and three societies strongly represented in Colorado's population: Mexico, Japan, and Southeast Asia (Hmong). An outline is included to be used as a structural framework to guide the analysis of legal systems. Areas for consideration include the concept, purpose, and source of law in the culture, the judicial structure, the role of the cultural economic philosophy with regard to the formal legal system, and specific applications of the law. Lessons include objectives, handouts to be used, activities, and teacher background information. Units concentrate on history, geography and map skills, cultural differences and customs, and how ethnic customs should be viewed and treated in court when they conflict with federal or state laws. Units on Mexico cover the legal and political history of that country. Immigration is examined from Mexican and U.S. views. (DK)

Accession Number: EJ520849
Author: Mohan,-John
Title: Thinking Local: Service-Learning, Education for Citizenship and Geography
Journal: Journal-of-Geography-in-Higher-Education; v19 n2 p129-42 Jul 1995
Available From: UMI
Descriptors: Higher-Education; *Geography-; *Experiential-Learning; *Community-Services; Social-Services; *Citizen-Participation; Public-Service; Community-Action; *Values-Education; Humanitarianism-; Community-Involvement; Citizenship-Responsibility; Social-Responsibility; *Curriculum-Enrichment; Nontraditional-Education; Field-Experience Programs; Service-Learning
Identifiers: West-Philadelphia-Improvement-Corps

Abstract: Considers the arguments advanced for an expansion of academic programs incorporating service learning. Briefly describes several programs in relation to the validity of these arguments. Suggests that geography could benefit from incorporating elements of service learning in order to enhance its treatment of ethical issues. (MJP)

Accession Number: ED383606
Author: Mosher,-Ralph; And-Others
Title: Preparing for Citizenship: Teaching Youth To Live Democratically.
Year of Publication: 1994
Available From: Praeger Publishers, 88 Post Road West, Westport, CT 06881 (clothbound: ISBN-0-275-94606; paperback: ISBN-0-275-95096-4).
Note: 194 p.; Foreword by Thomas Lickona; chapter 7 by Ethel Sadowsky.
Price: Document Not Available from EDRS.
Document Type: Reports - Research (143)
Target Audience: Researchers; Teachers; Practitioners
Descriptors: Case-Studies; Democracy-; Democratic-Values; Elementary-Secondary-Education; Ethical-Instruction; Global-Education; Law-Related-Education; Public-Affairs-Education; Social-Values; Student-Leadership; Student-Organizations; Student-Participation; Student-Responsibility; Values-Education; *Citizen-Role; *Citizenship-; *Citizenship-Education; *Citizenship-Responsibility; *Civics-; *Student-Government

Abstract: This book explores the issues of democratic education and student responsibilities in the schools. There are three compelling reasons to engage students to have a direct experience of democracy as an integral part of their schooling: (1) students are most likely to understand and value democracy and develop the political skills required for effective democratic citizenship if they have the first-hand experience of participating in democratic self-governance; (2) democratic education is a powerful stimulus for full human development, including cognitive, ego, social, political, and moral development; and (3) democratic school governance offers the most practical, effective means of improving the school's moral culture, the operative moral norms that shape the behavior of the school's members. The volume includes the following chapters: (1) "Democracy in a New Hampshire School: Applied Citizenship Education"; (2) "Education in a Democracy"; (3) "The Student as Citizen: Politics and Development"; (4) "The School Within a School: A Democratic High School Comes of Age"; (5) "Democratic Governance at a Large, Diverse High School: The Brookline Experience"; (6) "The Question of Representation in a Democratic School"; (7) "Taking Part: Democracy in the Elementary School" (Ethel Sadowsky); and (8) "Education for Democracy and Full Human Competence." There are three appendices: (1) "School Government: The Council"; (2) "The Brookline High School Town Meeting"; and (3) "Some Proposals Addressed by Town Meeting." An index, and author biographies concluded the volume. Contains an extensive bibliography. (EH)

Accession Number: EJ469720
Author: Mueller,-Peggy
Title: Legal and Cultural Diversity: The Challenging Case of India (Courts and Council).
Journal: Update-on-Law-Related-Education; v16 n3 p12-20 Fall 1992
Note: Special theme issue on "Law in World Cultures."
Document Type: Guides - Classroom - Learner (051)
Target Audience: Teachers; Students; Practitioners
Descriptors: Constitutional-Law; Cross-Cultural-Studies; Cultural-Pluralism; Curriculum-Design; Democratic-Values; Ethnic-Groups; Foreign-Countries; International-Education; Justice-; Primary-Sources; Secondary-Education; Social-Studies; Teaching-Methods; *Class-Activities; *Courts-; *Cultural-Differences; *Law-Related-Education
Identifiers: Asia-; *India-

Abstract: Provides a series of five classroom activities designed to teach about the interaction of culture and law in India. Explains that the tension between constitutional democracy and ancient traditions represents a serious challenge to India. Includes a map, four student readings, and a list of eight resources. (CFR)

N

Accession Number: ED377122
Author: Nessel,-Paula
Title: Planting International Seeds. Technical Assistance Bulletin No. 12.
Corporate Sponsor: American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Sponsoring Agency: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Year of Publication: 1994
Available From: American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($1.50).
Note: 6 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Reports - Descriptive (141)
Target Audience: Policymakers; Administrators; Practitioners
Descriptors: Citizenship-Education; Foreign-Countries; Higher-Education; Social-Studies; *International-Educational-Exchange; *Law-Related-Education

Abstract: Noting that law-related education (LRE) instills in its practitioners a strong desire to share its message with the world, this technical bulletin outlines the international activities of several LRE organizations. The Center for Civic Education hosts international visiting scholars, sponsors an annual conference that alternates between sites in Germany and the United States, and provides technical support to countries such as Nicaragua and Poland. The Chicago-based, women-managed, nonprofit organization Heartland International has promoted civic education programs in Ethiopia, Namibia, Uganda, and Tanzania. The American Federation of Teachers International Affairs Department created the Education for Democracy Clearinghouse in 1993 to collect and disseminate information about civic education programs worldwide. The Mershon Center at The Ohio State University has been involved in the Education for Democratic Citizenship in Poland Project since 1991 and has been invited to develop programs in Lithuania, Bulgaria, Albania, and Russia. The National Institute for Citizen Education in the Law (NICEL) has been involved in projects on four continents, Asia, Europe, Africa, and South America. For the future, NICEL proposes the Citizens Education Democracy Corps, comprised of recent alumni from U.S. graduate schools in the fields of law, education, and the humanities. A list of contact persons for each agency is provided. (JD)

Accession Number: ED361631
Author: Newton,-Ansley
Title: Students as Mediators. Project Seed.
Corporate Sponsor: Maine Center for Educational Services.
Year of Publication: 1993
Note: 7 p.; For other titles in this series, see CG 025 019-025.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Descriptors: Elementary-School-Students; Intermediate-Grades; Preadolescents-; *Arbitration-; *Conflict-Resolution; *Peer-Relationship; *Problem-Solving; *Self-Esteem; *Student-Role
Identifiers: *Peer-Mediation

Abstract: One of eight papers from Project Seed, this paper discusses an 8-week program on conflict resolution used among fourth- through sixth-graders at one school. The program described could easily be implemented in other schools. Through the program, students are trained in a step-by-step mediation process; those students who become Classroom Mediators demonstrate their skill by role-playing a real life situation that needs conflict resolution. It is noted that Classroom Mediators then work in pairs to help mediate situations in both the playground and the classroom. The paper describes the student participants in the program and lists seven basic program goals: (1) to resolve peer disputes that interfere with the education process; (2) to build a stronger sense of cooperation in the classroom; (3) to improve the school environment by decreasing tension and violence; (4) to increase student participation and leadership skills; (5) to develop practical life skills; (6) to improve student-student and student-teacher relationships; and (7) to build self-esteem. Anticipated outcomes of the program are discussed. Procedures and instructions for the program are provided in 10 steps; the duration of the program is described; materials and facilities needed are given; and a bibliography of seven relevant publications is included. The program cost is estimated to be approximately $200-$300 for materials in the first year. (NB)

Accession Number: EJ464779
Author: Niemczynski,-Malgorzata; Niemczynski,-Adam
Title: Perspectives from Past and Present on Moral and Citizenship Education in Poland.
Journal: Journal-of-Moral-Education; v21 n3 p225-33 1992
Document Type: Information Analyses - General (070)
Target Audience: Teachers; Administrators; Policymakers; Practitioners
Descriptors: Democracy-; Elementary-Secondary-Education; European-History; Foreign-Countries; *Citizenship-Education; *Ethical-Instruction; *Moral-Development; *Polish-Literature; *Values-Education
Identifiers: *Poland-; *Roman-Catholic-Church

Abstract: Compares contemporary issues related to moral and citizenship education in Poland with similar era in late eighteenth century. Describes an educational reform effort that began in 1773 and was based on nationalistic and romantic literature of the time. Contends that the moral values that were derived from this literature are

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essential for the development of democracy in modern Poland. (CFR)

Accession Number: EJ495577
Author: Norris,-Judy
Title: The American Bill of Rights. Student Handout.
Journal: Update-on-Law-Related-Education; v18 n3 p24-25 Fall 1994
Document Type: Guides - Classroom - Learner (051)
Target Audience: Students; Teachers; Practitioners
Descriptors: Democracy-; Democratic-Values; Due-Process; Elementary-Secondary-Education; Social-Studies; United-States-History *Civil-Liberties; *Civil-Rights; *Constitutional-Law; *Criminal-Law; *Law-Related-Education
Identifiers: Miranda-Warning; *Bill-of-Rights; *United-States-Constitution

Abstract: Presents the Bill of Rights of the United States Constitution. Provides teaching suggestions, a review quiz, and includes the five points of the Miranda Warning. (CFR)

O

Accession Number: ED360200
Author: Ostertag,-Vesna
Title: Strategies for Dissemination of Principles and Concepts of Education for Peace.
Year of Publication: 1992
Note: 12 p.; Paper presented at the Conference for Non-Violence in Education (Moscow, Russia, June 12-15, 1992).
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Speeches /Meeting Papers (150)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Elementary-Secondary-Education; Global-Approach; International-Cooperation; School-Role; Social-Change; Student-Attitudes; Violence-; War-; *Disarmament-; *International-Education; *International-Relations; *National-Defense; *Peace-; *World-Problems
Identifiers: *Militarism-

Abstract: World political changes since 1988 have ended the Cold War era of constant threats of confrontation and nuclear annihilation. The culture of militarism that influenced business, industry, and education served a purpose by dividing the world into good and evil. The changes that have removed the threat of militarism require a redefinition of the peace movement. The greatest task for teachers is the conversion of the war structure into a peace structure by converting the association of peace in the context of a nuclear catastrophe to the idea of peace as man's humanity to man. Educators must be ready to eradicate physical, economic, psychological, and ecological violence. In order to promote peace education, teachers must define global, national, and personal goals that are comprehensive enough to include many aspects of peace. These include personal relationships, economic equality, the value of human rights, and the elimination of violence toward the environment. U.S. and Russian teachers should (1) define common goals of peace education for children, (2) strive to make experiences in peace education a mandatory part of the curriculum in both countries, (3) organize a course focusing on common teaching objectives, (4) develop instructional materials on peace in a multicultural mode, and (5) develop a common teacher training program. (DK)

P

Accession Number: ED336332
Author: Pallasch,-Brian-Thomas
Title: Constitutional and Non-Constitutional Governments . . . Similarities and Differences throughout History. Resource Packet.
Corporate Sponsor: Council for the Advancement of Citizenship, Washington, DC.
Sponsoring Agency: United States Inst. of Peace, Washington, DC.
Year of Publication: 1990
Available From: Council for the Advancement of Citizenship, 1724 Massachusetts Avenue NW, Suite 300, Washington, DC 20036 ($5.00).
Note: 31 p.; Intended to be used with "CIVITAS: A Framework for Civic Education." For related documents, see SO 030 206-207.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Curriculum-Guides; Instructional-Development; Secondary-Education; Social-Studies; United-States-History; Values-Clarification; Western-Civilization; *Citizenship-Responsibility; *Political-Science; *Political-Socialization

Abstract: This civic education resource packet is designed to provide teachers, community leaders, and other civic educators with an understanding of the differences between constitutional and non-constitutional governments. Six papers discussing the topic are included: "The Differences between Constitutional and Non-Constitutional Governments" (John Patrick and Richard Remy); "On The Need for a Constitution" (James Madison); "Constitutionalism—Historical Background" (Herman Belz);

"Differences between Authoritarian and Totalitarian Governments" (Jeanne Kirkpatrick); "Definition of Totalitarian Government" (Carl J. Friedrich); and "Constitutionalism and Peace" (Immanuel Kant). The document provides resources for developing materials, programs, and curricula to promote civic literacy. The material discusses and explains: (1) similarities and differences among constitutional and non-constitutional governments in terms of limitations on powers; (2) similarities in terms of the means governments use to maintain the legitimacy of authority and treatment of dissent; and (3) the examination of historical and contemporary governments and a determination as to whether they are constitutional or non-constitutional. Questions for discussion, suggested readings, other materials, and a list of organizations with related resources conclude the document. (NL)

Accession Number: ED344817
Author: Patrick,-John-J.
Title: The Civic Culture of the United States and Its Challenges to Civic Educators.
Year of Publication: 1991
Note: 23 p.; Paper presented at an international conference on "Western Democracy and Eastern Europe" (Berlin, Germany, October 13-18, 1991).
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Information Analyses - General (070)
Descriptors: Citizen-Participation; Citizenship-Responsibility; Constitutional-Law; Elementary-Secondary-Education; Multicultural-Education; Political-Attitudes; Political-Issues; Political-Science; Student-Attitudes; *Citizenship-Education; *Civics-; *Constitutional-History; *Democratic-Values; *United-States-History
Identifiers: *United-States-Constitution

Abstract: The core civic ideas that helped form a consensus around a United States Constitution in 1787 are the seeds that produce the civic culture of the United States today. Constitutionalism, republicanism, communitarianism, and classical liberalism were related ideas at the center of U.S. civic culture in the 1780s. Two hundred years later, with some modifications, these ideas continue to be the fundamentals of the contemporary civic culture in the United States. In general, people in the United States remain committed to the civic culture embodied by these principles. However, there are serious deficiencies, such as persistent intolerance of unpopular minorities, great indifference to responsibilities of participation for the common good, gross ignorance of constitutional principles combined with thoughtless reverence for the "American Creed," and finally, a declining interest in and sense of concern for the commonwealth, the national, and local communities that citizens share as members of a civil society. In order to contend with these deficiencies, civic education should be emphasized in all nationwide programs for improvement of teaching and learning in elementary and secondary schools. A number of recommendations in this regard are made, including the establishment of national standards for the teaching and learning of civics, which emphasize the origins and development of core ideas of the civic culture. Current efforts by some educators, made in the name of multicultural education, to separate and promote ethnic and racial group identities, place in jeopardy a common U.S. identity based on core civic ideas. A list of references is included. (DB)

Accession Number: ED390781
Author: Patrick,-John-J.
*Title: Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest.
Institutional Name (Corporate Source): ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1995
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698.
Note: 4 p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071)
Descriptors: Foreign-Countries; Higher-Education; International-Education; Social-Studies; *Citizenship-Education
Identifiers: ERIC-Digests; Europe-East

Abstract: Many totalitarian communist states throughout the world have broken up during the 1990's, and citizens in those countries, from Central and South America to Central and Eastern Europe, are working to build constitutional democracies out of the rubble. Part of creating these new governments is devising new school curricula to include civic education—which addresses civic knowledge, civic skills, and civic virtues—and to teach young citizens the theory and practice of constitutional democracy. The objectives of civic education are: (1) to teach basic ideas thoroughly so that students can discern between an authentic constitutional democracy and a bogus one; (2) to develop intellectual participatory skills so students can, as citizens, think and act on behalf of their rights and the common good; and (3) to nurture civic virtues such as self-discipline, civility, compassion, tolerance, and respect. Effective democratic teachers must develop lessons and activities for students that emphasize and combine these three elements

of civic education in a classroom environment that promotes the theory and practice of constitutional democracy and liberty. The democratic teacher must challenge students to take responsibility for achieving educational objectives; foster academic freedom by encouraging and protecting free and open expression of ideas; establish and apply rules fairly; and create a respectful atmosphere. The digest includes a 17-item bibliography. (LAP)

*For full text, see page 101.

Accession Number: ED374056
Author: Patrick,-John-J.
Title: Civic Education in Former Communist Countries of Central and Eastern Europe.
Year of Publication: 1994
Note: 17 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Reports - Research (143)
Descriptors: Civics-; Comparative-Education; Curriculum-Development; Foreign-Countries; *Citizenship-Education; *International-Educational-Exchange
Identifiers: Estonia-; Poland-; *Europe-East; *Europe-East-Central

Abstract: This paper discusses the efforts of educators in the former communist nations of central and eastern Europe, particularly those of Estonia and Poland. In spite of diverse histories and cultures, each of these nations has shared a legacy of totalitarian communism imposed by the former Soviet Union. This inheritance has afflicted all former communist countries of this region with handicaps that fundamentally obstruct their march toward authentic constitutional democracy. This paper discusses three common problems in the way of reconstructed civic education for liberal constitutional democracy: (1) conceptual confusion or different meanings, often subtle shades of difference, attached to key words by civic educators from the West and their counterparts from former communist countries; (2) constitutional cynicism or an undervaluing or skepticism about constitutions as effective instruments for the rule of law and protection of human rights; and (3) democratic ethnocentrism or a blend of fervor for democracy and ethnicity, that can be linked both to conceptual confusion and the residue of Soviet and Russian imperialism. This third problem is a tendency to view democracy simply or primarily as the will of the country's ethnic majority, irrespective of the wishes of particular individuals or groups who do not or cannot identify with this monolithic and permanent majority faction. A deep commitment to constitutionalism as protection against any form of tyranny and guarantor of human rights can contribute much to the resolution of this third problem. (DK)

Accession Number: ED359118
Author: Patrick,-John-J.
Title: Constitutionalism in Education for Democracy: The Continuing Relevance of Arguments on Constitutional Government of the American Founding Era.
Year of Publication: 1993
Note: 26 p.; Paper presented at the Mershon Center Conference on Education for Democracy (Columbus, OH, March 4-7, 1993).
Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.
Document Type: Information Analyses - General (070)
Target Audience: Practitioners
Descriptors: Political-Science; Secondary-Education; *Citizenship-Education; *Constitutional-History; *Democratic-Values; *Teaching-Methods; *United-States-History
Identifiers: *United-States-Constitution

Abstract: This paper contends that the issues of constitutional government debated during the founding of the United States should be in the core curriculum of any school that seeks to educate students to become responsible citizens of a constitutional democracy. For purposes of teaching students, the issues debated by founding-era political thinkers can be formulated around three central, interconnected paradoxes: (1) how to achieve liberty with order, (2) how to have majority rule with minority rights, and (3) how to secure the public good and the private rights of individuals. Those documents that exemplify the founding-era consensus and controversy about constitutionalism are identified. These documents include The Declaration of Independence, the Pennsylvania Constitution of 1776, the Massachusetts Constitution of 1780, and many of the papers from the debate between the Federalists and the Anti-Federalists. All of these documents are suggested for student study and research. Finally, three imperatives of teaching and learning about American Constitutionalism are identified and discussed. These imperatives are: (1) systematic teaching of the ideas and issues of the founding-era dialogue and debate on constitutionalism; (2) intellectually active learning by inquiring students; and (3) ongoing inquiry about ideas and issues in an open classroom climate. Contains 48 references. (DB)

Accession Number: ED380384
Author: Patrick,-John-J.
Title: Core Ideas of Democratic Civic Education and the Great Transformation in Central and Eastern Europe.
Year of Publication: 1994
Note: 41 p.; Paper presented at the International Conference on Civic Education (Columbus, OH, September 9-10, 1994).

Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.
Document Type: Speeches /Meeting Papers (150)
Descriptors: Curriculum-Development; Democratic-Values; Foreign-Countries; *Citizenship-Education; *Civics-; *Democracy-; *Social-Change
Identifiers: Europe-East-Central

Abstract: This paper discusses the importance of civic education in the transformation from totalitarian communism to constitutional democracy in Central and Eastern Europe. The primary question of civic education for this great transformation is: What are the few core ideas of democratic civic education that learners must know and support to prepare them for citizenship in a democracy? This discussion highlights fundamental elements of any workable and conceptually sound curriculum. These elements may be elaborated and practiced variously to suit social and cultural differences. The assumption is that the ideas presented about curricular content are necessary, if not sufficient, to democratic civic education in Central and Eastern Europe or anywhere else in the world. The first task of democratic civic education is the clarification of the key idea, democracy. The intended educational outcome is to provide students with criteria to assess and appraise proposals and practices for which democratic claims are made. Educators should introduce a minimal definition of democracy and elaborate upon it through explication of a set of core concepts with which it is inextricably associated in the operations of any authentic democratic polity. Students in possession of these key ideas would have intellectual tools for interpreting and judging the extent to which political systems (including their own) are, or are not, exemplifications of democracy. Constitutionalism and individual rights, separation of powers, civil society, and economic freedom have become important facets of all authentic modern models of democracy. (DK)

Accession Number: ED329489
Author: Patrick,-John-J., Ed.; Leming,-Robert-S., Ed.
Title: Resources for Teachers on the Bill of Rights.
Corporate Sponsor: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1991
Note: 212 p.
Price: EDRS Price - Microfiche 01/Paper Copy 09 Plus Postage.
Document Type: Legal /Legislative /Regulatory Materials (090)
Target Audience: Teachers; Practitioners
Descriptors: Civics-; Constitutional-Law; Elementary-Secondary-Education; Governmental-Structure; Instructional-Materials; Social-Studies; Teaching-Guides; Teaching-Methods; United-States-History *Ciitizenship-Education; *Constitutional-History; *Educational-Resources; *Law-Related-Education
Identifiers: *Bill-of-Rights; *United-States-Constitution

Abstract: Ideas and information that can enhance education about the constitutional rights of individuals in U.S. history and the current system of government in the United States are included in this book. The resource guide contains nine distinct parts dealing with aspects of learning and teaching about the Bill of Rights in both elementary and secondary schools. Part I, Background Papers, features four essays for teachers on the origins, enactment, and development of the federal Bill of Rights. A fifth paper discusses the substance and strategies for teaching Bill of Rights topics and issues. Part II, A Bill of Rights Chronology, is a timetable of key dates and events in the making of the federal Bill of Rights. Part III, Documents, includes 11 primary sources about the origins, enactment, and substance of the federal Bill of Rights. Part IV, Lessons on the Bill of Rights, consists of nine exemplary lessons. The remaining five parts include: Papers in ERIC on Constitutional Rights; Select Annotated Bibliography of Curriculum Materials; Periodical Literature on Teaching the Bill of Rights; Bill of Rights Bookshelf for Teachers; and Directory of Key Organizations and Persons. (DB)

Accession Number: EJ433731
Author: Patrick,-John-J.
Title: Rights and Liberties at Risk.
Journal: Update-on-Law-Related-Education; v15 n1 p3-5,44-45 Win 1991
Document Type: Journal Articles (080)
Target Audience: Teachers; Students; Practitioners
Descriptors: Case-Studies; Civil-Rights; Court-Litigation; Court-Role; Critical-Thinking; Curriculum-Development; Democratic-Values; Elementary-Secondary-Education; History-Instruction; Instructional-Improvement; Primary-Sources; Student-Educational-Objectives; United-States-Government-Course *Academic-Achievement; *Citizenship-Education; *Civil-Liberties; *Constitutional-Law; *Law-Related-Education
Identifiers: Supreme-Court; *Bill-of-Rights; *United-States-Constitution

Abstract: Reaffirms the importance of civic education and active learning about the Bill of Rights and attendant civic responsibilities. Identifies four categories of knowledge deficiencies about the Bill of Rights. Explores four key ways to improve teaching and learning about the Bill of Rights. Stresses connections between civic knowledge and the vitality of liberty. (CH)

Accession Number: EJ447868
Author: Patrick,-John-J.
Title: Teaching the Bill of Rights in Secondary Schools: Four Keys to an Improved Civic Education.
Journal: Social-Studies; v82 n6 p227-31 Nov-Dec 1991
Available From: UMI
Document Type: Journal Articles (080)
Target Audience: Teachers; Practitioners
Descriptors: Classroom-Environment; Concept-Formation; Court-Litigation; Secondary-Education; Teacher-Student-Relationship; Teaching-Methods; *Citizenship-Education; *Civil-Liberties; *Constitutional-History; *Constitutional-Law; *Primary-Sources
Identifiers: *Active-Learning; *Bill-of-Rights

Abstract: Identifies and discusses four keys to improved constitutional rights instruction: (1) systematic emphasis on core ideas and issues; (2) analysis and appraisal of core ideas and issues in primary documents; (3) analysis and appraisal of core ideas and issues in judicial cases; and (4) active learning by inquiring students with the help of supportive teachers. (SG)

Accession Number: EJ425012
Author: Patrick,-John-J.
Title: Teaching and Learning the Bill of Rights.
Journal: OAH-Magazine-of-History; v5 n1 p25-30 Sum 1990
Document Type: Journal Articles (080)
Target Audience: Teachers; Practitioners
Descriptors: Case-Studies; Citizenship-Responsibility; Civics-; Classroom-Environment; Constitutional-Law; Court-Role; Discussion-Teaching-Technique; Elementary-Secondary-Education; Freedom-of-Speech; Group-Discussion; History-Instruction; Primary-Sources; Social-Studies; Student-Attitudes; *Citizenship-Education; *Constitutional-History; *Law-Related-Education; *United-States-Government-Course; *United-States-History
Identifiers: Supreme-Court; United-States-Constitution; *Bill-of-Rights

Abstract: Offers suggestions for teaching constitutional issues and the Bill of Rights. Observes that student achievement and response is significant when core content, primary documents, and case studies are employed. Describes procedures for class discussions and recommends U.S. Supreme Court landmark cases for freedom of the press and speech issues. (NL)

Accession Number: ED368670
Author: Patrick,-John-J.
Title: The Young Oxford Companion to the Supreme Court of the United States.
Year of Publication: 1994
Available From: Oxford University Press, Inc., 200 Madison Avenue, New York, NY 10016.
Note: 368 p.
Price: Document Not Available from EDRS.
Document Type: Historical Materials (060)
Target Audience: Students
Descriptors: Constitutional-History; Court-Reporters; Courts-; Elementary-Secondary-Education; Justice-; *Constitutional-Law; *Court-Judges; *Court-Litigation; *Law-Related-Education; *United-States-History
Identifiers: *Supreme-Court

Abstract: This book, intended for juveniles and young students, provides an encyclopedic collection of reference information about the U.S. Supreme Court. The articles are arranged alphabetically to aid in looking up words, ideas, or names. Lists of "see also" entries are located at the end of articles to refer the reader to related subjects. The book includes biographical sketches of all 107 justices of the Supreme Court, detailed discussions of 100 of the most historically significant cases decided by the Supreme Court, articles that define and discuss concepts central to the meaning of constitutionalism in the United States and decision-making by the court, legal terms and phrases associated with the Court's operation, procedures and practices in the daily operations of the court, essays on key topics and issues in U.S. constitutional law, excerpts from notable Supreme Court opinions, and tables of milestone cases in the development of constitutional law. Essays on current constitutional issues include abortion rights, affirmative action, censorship, school prayer, libel, and employment discrimination. Other essays illuminate procedural topics such as the right to trial, right to counsel, and protection against self-incrimination. The articles demonstrate the relationships of the Court to the lives and concerns of individuals in U.S. society. Two appendices are included. The first gives the terms of the justices of the U.S. Supreme Court. The second describes visiting the Supreme Court Building and includes a floor plan indicating the parts of the building that are open to the public. The volume is illustrated with photographs throughout. (DK)

Accession Number: ED361251
Title: Poland and Czecho-Slovakia in the 1990's: Social, Political and Economic Transformations. Fulbright-Hays Summer Seminars Abroad Program. Summer 1992.
Corporate Sponsor: Institute of International Education, New York, N.Y.
Sponsoring Agency: Center for International Education (ED), Washington, DC.
Year of Publication: 1993
Note: 225 p.

Price: EDRS Price - Microfiche 01/Paper Copy 09 Plus Postage.
Document Type: Guides - Non-classroom (055)
Target Audience: Teachers; Practitioners
Descriptors: Area-Studies; Elementary-Secondary-Education; Foreign-Countries; Foreign-Culture; Global-Approach; Higher-Education; Political-Influences; Social-Change; *Instructional-Materials; *International-Educational-Exchange; *Teaching-Experience
Identifiers: Fulbright-Hays-Seminars-Abroad-Program; Global-Education; *Czechoslovakia-; *Poland-

Abstract: This document features writings and curriculum projects developed by teachers who traveled to Poland and Czechoslovakia in the summer of 1992 as members of a Fulbright-Hays Summer Seminar. The following items are among those included: "Curriculum Project: Women and Work: A Global Perspective" (Joan K. Burton); "The Community College and Eastern Europe: Possibilities for Academic Exchanges" (Raymond V. Coleman); "The Architects of a New Era: Lech Walesa, Vaclav Havel, and the Transition to Democracy in Eastern Europe" (William M. Mahoney); and "The Impact of Political and Economic Systems on Spatial Organization and the Landscape: Poland and Czechoslovakia in Transition from Socialism to Democracy and a Market Economy" (Stephen W. Tweedie). (DB)

Accession Number: ED303412
Author: Pratte,-Richard
Title: The Civic Imperative: Examining the Need for Civic Education. Advances in Contemporary Educational Thought Series, Volume 3.
Year of Publication: 1988
Available From: Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($19.95).
Note: 198 p.
Price: Document Not Available from EDRS.
Document Type: Books (010)
Descriptors: Civics-; Curriculum-Enrichment; Democracy-; Elementary-Secondary-Education; Moral-Values; Social-Studies; *Citizenship-Education; *Citizenship-Responsibility; *Democratic-Values; *Values-Clarification

Abstract: Students should be taught civic competence, values, and dispositions; and skills needed for a democratic society should be acquired through formal education. U.S. schools must teach moral and civic values consciously, yet these values should be taught beyond civics and values clarification courses. The narrow focus of this type of course is to make good citizens, not develop good people; but the idea behind civic education should be that good people will make good citizens. The ideal values to be learned include respect for all people, belief in human dignity, concern for others, justice, fairness, tolerance, caring, and commitment to reflective reasoning, while the good citizen lives an ethic of obligation and service to others. This concept of citizenship and democracy reflects the thought of John Dewey and other contemporary theorists. The chapter titles are: (1) "The State of Civic Education Today"; (2) "Two Democratic Philosophical Traditions"; (3) "The Moral Dimensions of Philosophical Civic Republicanism"; (4) "Democracy, Citizenship, and Community Service"; (5) "Social Heterogeneity and E Pluribus Unum"; and (6) "Civic Competence." A 104-item bibliography concludes the document. (DJC)

Accession Number: EJ392989
Author: Pratte,-Richard
Title: Civic Education in a Democracy.
Journal: Theory-into-Practice; v27 n4 p303-08 Fall 1988
Available From: UMI
Document Type: Journal Articles (080)
Descriptors: Elementary-Secondary-Education; Hidden-Curriculum; *Citizenship-Education; *Democratic-Values; *Role-of-Education; *Teacher-Attitudes; *Teaching-Methods

Abstract: This article calls for the revitalization of civic education in schools. Obstacles which must be overcome to achieve this revitalization are discussed, as well as approaches to incorporating civic education into the curriculum. (IAH)

Accession Number: ED370863
Title: Projekt Programu Nauczania Ksztalcenia Obywatelskiego (Proposed Civic Education Curriculum for Primary and Secondary Schools).
Corporate Sponsor: Ministry of National Education, Warsaw (Poland).; Ohio State Univ., Columbus. Mershon Center.
Sponsoring Agency: National Endowment for Democracy, Washington, DC.
Year of Publication: 1993
Note: 56 p.
Price: EDRS Price - Microfiche 01/Paper Copy 03 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Civics-; Elementary-Secondary-Education; Foreign-Countries; International-Educational-Exchange; *Citizenship-Education; *Citizenship-Responsibility; *Curriculum-Development; *Democracy-; *Democratic-Values
Identifiers: *Poland-

Abstract: This document consists of three documents in a packet that make up a curriculum guide that presents objectives, content outlines, sample lessons, and background readings for the development of a primary school

and a secondary school civics course in Poland. The documents are: (1) Proposed Civic Education Curriculum for Primary and Secondary Schools; (2) Proposed Civic Education Curriculum for Primary and Secondary Schools: Sample Lesson Plans; and (3) Selected Supplementary Materials for Civic Education Teachers. The first document is divided into two parts, one on primary schools, the next on secondary schools. The curriculum for grades 1-5 is on life in society and focuses first on the individual and others, then on people and nature. The curriculum for grades 6-8 is on life in a democratic society, focusing on the group, economy activity of the individual and society, and individual citizens and the government. The part on secondary schools is divided into chapters on people as individuals, social groups, society, nation, economy, the place of Poland in the world, protecting the world, and selected problems of the contemporary world. The second part of the curriculum guide provides sample lesson plans developed by the Polish primary and secondary school educators who developed the outline of the first section. The section consists of 8 lesson plans for primary schools, and 8 for high schools. Topics include group leaders, decision making, children's rights, and economics. Only the titles are included in this document. The third section of the curriculum guide is a table of contents listing supplementary articles by prominent scholars throughout Poland. (DK)

Q

Accession Number: ED340654
Author: Quigley,-Charles-N., Ed.; Bahmueller,-Charles, Ed.
Title: CIVITAS: A Framework for Civic Education.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.; Council for the Advancement of Citizenship, Washington, DC.
Sponsoring Agency: The Pew Charitable Trusts, Philadelphia, PA.
Year of Publication: 1991
Available From: NCSS Publications, c/o Maxway Data Corp., Suite 1105, 225 West 34th Street, New York, NY 10001 ($50.00).
Note: 693 p.; National Council for the Social Studies Bulletin No. 86. For related documents, see SO 030 206-208.
Price: EDRS Price - Microfiche 04/Paper Copy 28 Plus Postage.
Document Type: Guides - Non-classroom (055)
Target Audience: Teachers; Administrators; Policymakers; Practitioners
Descriptors: Citizen-Participation; Citizenship-Responsibility; Democratic-Values; Elementary-Secondary-Education; Social-Studies; Student-Educational-Objectives; Teaching-Methods; Values-Education; *Citizenship-Education; *Curriculum-Development; *Educational-Objectives

Abstract: CIVITAS is a curriculum framework that sets forth a set of national goals to be achieved in a civic education curriculum, primarily for K-12 public and private schools. It is a framework that proposes to specify the knowledge and skills needed by citizens to perform their roles in U.S. democracy. There are two major sections in the framework. It begins with a rationale that explains the basic philosophy, purpose and nature of the framework. The other major section is a statement of goals and objectives that civic education should foster. This section is divided into three parts—(1) Civic Virtue, (2) Civic Participation, and (3) Civic Knowledge and Intellectual Skills. Parts 2 and 3 contain model scope and sequence statements that suggest what aspects of the subjects in the framework can be taught at varying school grades and how they may be taught. The part on Civic Knowledge and Intellectual Skills comprises by far the largest portion of the framework. It organizes summaries of numerous topics into three main groupings: the nature of politics and government; public government in the United States; and the role of the citizen. The intended audience for the curriculum is educators at state and local levels concerned with the development of civic education curricula in the schools. Classroom teachers also may find the framework a useful resource and reference book. A six-page executive summary is appended. (DB)

R

Accession Number: ED319650
Author: Ravitch,-Diane
Title: Democracy: What It Is, How To Teach It.
Corporate Sponsor: Educational Excellence Network, Washington, DC.
Year of Publication: 1990
Note: 13 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Information Analyses - General (070)
Target Audience: Teachers; Practitioners
Descriptors: Citizen-Participation; Citizen-Role; Civics-; Elementary-Secondary-Education; Teaching-Methods; Values-Education; *Citizenship-Education; *Democracy-; *Democratic-Values

Abstract: The historic events of 1989 changed the political map of the world. Students and workers in China rose up to demand democracy. Democracy bloomed in Chile, Brazil, and other Latin American countries where freely elected governments replaced repressive rulers. Commu-

nist dictatorships in Poland, Hungary, East Germany, Czechoslovakia, and Rumania were toppled and interim governments agreed to establish multi-party democracies, free elections, and constitutional protection of basic rights and freedoms. Each of these nations, which had lived for decades with empty promises and meaningless constitutions, must now build a new society. In order to create a durable democratic society, they must inform themselves about what constitutes a democracy, what constitutes a free society, and what institutional constraints are necessary to create a free, democratic society. Furthermore, they must teach democracy in their schools, not just as an academic study, but as a way of life that influences student life, classroom discussions, the curriculum, and methods of teaching. Even democratic societies must teach young people what democracy is, how to participate in it, and what rights and responsibilities they have as citizens. This paper discusses the concept of democracy, the types of democracies (direct, representative, and constitutional), and ways that democracy can be taught in schools. (Author/JB)

Accession Number: EJ433654
Author: Ravitch,-Diane
Title: A Report from Eastern Europe.
Journal: Social-Studies; v82 n2 p49-55 Mar-Apr 1991
Available From: UMI
Document Type: Journal Articles (080)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Responsibility; Civil-Liberties; Constitutional-Law; Democratic-Values; Discussion-Teaching-Technique; Elementary-Secondary-Education; Foreign-Countries; Free-Enterprise-System; Government-Administrative-Body; Learning-Activities; Student-Participation; Student-Projects; Student-Volunteers; *Citizenship-Education; *Civics-; *Democracy-; *Role-of-Education; *Teaching-Methods
Identifiers: Poland-; *Europe-East

Abstract: Presents a paper delivered in Poland in 1989 and in five additional Eastern European cities in 1990. Defines democracy and suggests ways to teach about democratic government. Explores education's role in a democracy. Encourages student participation in student government, classroom discussion, community service, and research projects to give them experience in democratic practices and to teach democratic values. (CH)

Accession Number: ED370833
Author: Remy,-Richard-C.; And-Others
Title: Building a Foundation for Civic Education in Poland's Schools. Final Report.
Corporate Sponsor: Ministry of National Education, Warsaw (Poland).; Ohio State Univ., Columbus. Mershon Center.
Sponsoring Agency: National Endowment for Democracy, Washington, DC.
Year of Publication: 1993
Note: 28 p.
Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizenship-Responsibility; Democratic-Values; Economics-; Elementary-Secondary-Education; Foreign-Countries; *Citizenship-Education; *Civics-; *Curriculum-Development; *Democracy-; *International-Educational-Exchange
Identifiers: *Poland-

Abstract: This document is the report of a project to strengthen democratic reforms in Poland by enhancing student and teacher understanding of citizenship in a democracy. The goal of the initiative is to promote the development of democracy in Poland by instituting a new citizenship curriculum in Polish schools. The immediate goal of this project was to develop curriculum guides for an eighth grade course and a secondary school course on citizenship for democracy. The project has met all of its key objectives including: (1) developing and publishing a three-volume curriculum guide for courses on citizenship in a democracy that will be used in subsequent curriculum development and teacher in-service programs; (2) introducing Polish teachers to new instructional strategies and materials of particular value in education for democratic citizenship; (3) mobilizing and training a core group of Polish teachers who now have experienced a process of democratic reform and who can play leadership roles in disseminating the new approaches and materials throughout Poland; and (4) laying the foundation for ongoing working relationships between the Ministry of National Education and the National Center for Teacher Training in Poland and key citizenship education centers in the United States. The project has contributed to the understanding of how best to serve the special needs of citizenship educators in countries like Poland which are trying to overcome the legacy of Communist rule. The report recognizes a need to teach about democracy in ways that overcome popular skepticism about the efficacy of democratic ideals and formulas, and to incorporate economic education into civic education. (DK)

Accession Number: ED377120
Author: Remy,-Richard-C.
*Title: Teaching Democracy in East Central Europe: The Case of Poland. ERIC Digest.
Corporate Sponsor: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Year of Publication: 1994
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Note: 4 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071)
Target Audience: Teachers; Practitioners
Descriptors: Elementary-Secondary-Education; Foreign-Countries; Instructional-Materials; Preservice-Teacher-Education; Social-Change; Social-Studies; *Citizenship-Education; *Curriculum-Development; *Democracy-
Identifiers: Education-for-Democratic-Citizenship-in-Poland; ERIC-Digests; Europe-East-Central; *Poland-

Abstract: This ERIC digest discusses the Education for Democratic Citizenship in Poland (EDCP) project, a cooperative effort of the Polish Ministry of National Education, the Mershon Center at The Ohio State University, and the Bureau for Civic Education in Local Control Schools at Warsaw, Poland. The digest discusses the background of the project, the project's original five major activities, and four new activities. Directors of and participants in the project are identified. A 7-item list of references and ERIC resources is included. The five original activities include: (1) a curriculum guide for civic education in Poland, funded by the National Endowment for Democracy; (2) a primary school civics course titled "Civic Education: Lesson Scenarios," funded by the United States Information Agency (USIA); (3) a course for pre-service teachers, "The School in Democratic Society" funded by The Pew Charitable Trusts; (4) a network of five centers for civic and economic education, funded by the National Endowment for Democracy; and (5) an international conference on civic education, funded by the Polish Ministry, Mershon, USIA, and The Pew Charitable Trusts. The four new activities are: (1) the Society for Civic Education; (2) a close-up look at Polish Politics and Government, "Civic Polonus"; (3) a book for educators and policymakers; and (4) research on civic education and democratization in Poland. (DK)

*For full text, see page 89.

Accession Number: ED339639
Title: Responsibility. Law in a Free Society Series. Level VI. Teacher's Guide. Third Edition.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.
Sponsoring Agency: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Year of Publication: 1990
Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($12.00).
Note: 65 p.; For corresponding Student Text, see SO 021 440. For other items in series, see SO 021 436-439.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Critical-Thinking; Democratic-Values; Ethical-Instruction; High-Schools; Law-Related-Education; Secondary-School-Curriculum; Skill-Development; Student-Educational-Objectives; Teaching-Methods; Values-Education; *Citizenship-Education; *Citizenship-Responsibility

Abstract: This teacher's curriculum guide has been designed to provide high school students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility wisely and effectively. Students are asked to examine and make decisions about responsibility in specific situations by learning to apply sets of intellectual tools. The introduction to the teacher's guide discusses the rationale for the Law in a Free Society Program, the organization of the Responsibility Curriculum, the use of intellectual tools in analyzing issues of responsibility, helpful hints for conducting class discussions, and how to encourage cooperative learning. The curriculum is organized into four units comprising a total of 10 lessons. Unit 1 is designed to help students understand the importance of responsibility to society and the individual, the numerous sources from which responsibility arises, and the varied ways in which responsibility is promoted in society. Unit 2 helps students understand that the fulfillment of responsibility usually involves both benefits and costs. Unit 3 is designed to increase students' ability to make informed choices among competing responsibilities, interests, and values, and to evaluate decisions made by others. Unit 4 focuses on a different use of the concept "responsibility"—that of referring to a person or groups that have been (or are) responsible for something that has happened. For each of the 10 included lessons, the teacher's guide contains an overview, objectives, materials needed, and teaching procedures. (DB)

Accession Number: ED375042
Author: Richard,-Theresa-M., Ed.
Title: Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Law in a Free Society Series. Level V. Student Text. Revised Edition.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.
Sponsoring Agency: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Endowment for the Humanities (NFAH), Washington, D.C.

Year of Publication: 1994
Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.
Note: 244 p.; For related "Teacher's Guide", see SO 024 342.
Price: EDRS Price - Microfiche 01/Paper Copy 10 Plus Postage.
Document Type: Guides - Classroom - Learner (051)
Target Audience: Students
Descriptors: Citizenship-Education; Constitutional-Law; Instructional-Materials; Intermediate-Grades; Junior-High-Schools; Middle-Schools; Secondary-Education; Social-Studies; Teaching-Methods; United-States-History; *Constitutional-History; *Democracy-; *Justice-; *Law-Related-Education; *Privacy-; *Responsibility-
Identifiers: Authority-

Abstract: This curriculum is organized around four concepts—authority, privacy, responsibility, and justice—which form part of the common core of civic values and concepts that are fundamental to the theory and practice of democratic citizenship in the United States. Rather than focusing on facts and dates, the curriculum challenges students to think for themselves, to develop reasoned positions, and to articulate and defend their views. By raising issues over the authority of police, teachers and principals, the volume calls on students to question the benefits, costs, and limits of authority and privacy. The textbook also raises questions about how competing responsibilities should be resolved and about the various forms of justice, including distributive, corrective, and procedural justice. Each chapter provides concrete conflicts covering such areas as sporting competitions, locker rooms, computers, and drunk driving, followed by critical thinking exercises requiring students to identify and debate the competing interests. To provide students with an analytical framework for debating the issues, the textbook explains the use of intellectual tools that help students think critically, such as, for example, indentifying the claims for privacy, the relevant considerations, and alternative solutions. (JD)

Accession Number: EJ476702
Author: Richardson,-Scott
Title: Active Civic Learning for Secondary School Students.
Journal: Social-Studies; v84 n5 p196-201 Sep-Oct 1993
Available From: UMI
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Civics-; Community-Education; Democracy-; Educational-Objectives; Instructional-Materials; Learning-Strategies; Lifelong-Learning; Political-Issues; Secondary-Education; Social-Studies; Teaching-Methods; Thinking-Skills; *Citizen-Participation; *Citizenship-Education; *Democratic-Values; *Experiential-Learning; *Field-Trips; *Public-Affairs-Education
Identifiers: *Close-Up-Program

Abstract: Describes a typical week for a secondary student participating in the Close Up Foundation's Washington-based field trip. Discusses the formal and informal curriculum and the interaction among students from different parts of the United States. Outlines Close Up programs at the local and state levels and the emphasis on lifelong learning. (CFR)

Accession Number: EJ469722
Author: Roedel,-Ralf
Title: A Constitution for a United Germany: The Basic Law.
Journal: Update-on-Law-Related-Education; v16 n3 p28-33,49-50 Fall 1992
Note: Special theme issue on "Law in World Cultures."
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Law; Cultural-Differences; Elementary-Secondary-Education; Ethnic-Groups; Family-Sociological-Unit; Feminism-; Foreign-Countries; Government-Administrative-Body; International-Education; Primary-Sources; Social-Studies; *Civil-Liberties; *Constitutional-Law; *Cultural-Influences; *Democratic-Values; *Law-Related-Education
Identifiers: European-Community; Family-Law; *Basic-Law-West-Germany; *Germany-

Abstract: Describes the development and structure of the German constitution, known as The Basic Law. Discusses recent changes, particularly in areas of family law and women's rights. Contends that the German parliament is considering expanding provisions related to human rights. (CFR)

Accession Number: EJ469718
Author: Robinson,-Donald
Title: World Studies through a Comparative Constitutional Prism.
Journal: Update-on-Law-Related-Education; v16 n3 p5-7,48 Fall 1992
Note: Special theme issue on "Law in World Cultures."
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Rights; Constitutional-Law; Democracy-; Elementary-Secondary-Education; Feminism-; Foreign-Countries; Foreign-Culture; Social-Studies; United-States-History; World-History; *Citizenship-Education; *Democratic-Values; *International-Education; *Law-Related-Education; *World-War-II
Identifiers: Japanese-Culture; *Japan-; *MacArthur-Douglas

Abstract: Emphasizes the importance of understanding the development of democracy around the world by comparative study of constitutions. Uses the development of the Japanese constitution after World War II as a case study. Describes the work of the team appointed by General Douglas MacArthur and the significance of the clause guaranteeing equal rights for women. (CFR)

Accession Number: EJ476709
Author: Rogachev,-S.
Title: First Steps on the Path of Democratization.
Journal: Russian-Education-and-Society; v34 n11 p5-15 Nov 1992
Available From: UMI
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Administrators; Policymakers; Practitioners
Descriptors: Communism-; Decision-Making; Educational-Change; Foreign-Countries; Inservice-Education; Intellectual-Freedom; Primary-Education; Teacher-Attitudes; *Democratic-Values; *Educational-Administration; *Educational-Objectives; *Educational-Policy; *Government-School-Relationship; *Role-of-Education
Identifiers: *Russia-

Abstract: Asserts that the process of democratization in Russia requires restructuring all spheres of society, including public education. Describes efforts to bring democratic practices to school administration and encourage individual autonomy to primary-level teachers through inservice education. (CFR)

Accession Number: ED387432
Title: The Role of Civic Education: A Report of the Task Force on Civic Education.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.
Year of Publication: 1995
Note: 17 p.; Paper presented at the Annual White House Conference on Character Building for a Democratic, Civil Society (2nd, Washington, DC, May 19-20, 1995).
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Opinion Papers (120); Speeches /Meeting Papers (150)
Target Audience: Community; Policymakers
Descriptors: Civics-; Democracy-; Elementary-Secondary-Education; Social-Studies; *Citizenship-Education; *Curriculum-Enrichment; *Democratic-Values
Identifiers: *Character-Education

Abstract: Democracy is not a "machine that would go of itself," but according to this paper, must be consciously reproduced, one generation instructing the next in the knowledge and skills, as well as in the civic character and commitments required for its sustenance. This paper invites concerned citizens to join in a nation-wide discussion of civic education, what its principal goals should be, and how civic education can be revitalized. It stresses the role of parents, the media, and private associations in helping children develop into informed and effective citizens. The paper stresses, however, that schools bear a special and historic responsibility for the development of responsible citizens. Schools, therefore, should give sustained and systematic attention to civic education from kindergarten through high school. The paper addresses five questions: (1) What is civic education and what should its principal goals be? (2) What evidence is there of the need to improve civic education? (3) What is the relationship of civic education and character education? (4) What are the characteristics of successful programs in civic education? (5) How can civic education be revitalized? The document concludes with a bibliography. (LH)

S

Accession Number: ED347607
Author: Satchel,-Brenda-B.
Title: Increasing Prosocial Behavior of Elementary Students in Grades K-6 through a Conflict Resolution Management Program.
Year of Publication: 1992
Note: 84 p.; Ed.D. Practicum, Nova University.
Price: EDRS Price - Microfiche 01/Paper Copy 04 Plus Postage.
Document Type: Dissertations /Theses - Practicum Papers (043)
Descriptors: Antisocial-Behavior; Behavior-Modification; Elementary-Education; Inservice-Education; Intervention-; *Conflict-Resolution; *Elementary-School-Students; *Interpersonal-Competence; *Prosocial-Behavior; *Student-Behavior
Identifiers: Communication-Behavior; Mediation-Techniques; Peer-Facilitators; *Conflict-Management

Abstract: A practicum was implemented to increase prosocial behavior of students in grades K-6 through a conflict resolution management program. The objectives of the intervention were to: (1) reduce student discipline referrals for antisocial behavior; (2) increase student conflict resolution scores; and (3) increase the prosocial behavior of students. Several activities were utilized to increase the prosocial behavior of students. These activities involved the selection and training of student facilitators who would serve as mediators in conflict situations; teacher inservice designed to give teachers strategies for resolving conflicts within the school setting; implementation of a curriculum to teach conflict resolution within the school setting; presentations at PTA Executive Board, School

Improvement/Effective School Team, and School Care Team meetings; monitoring of the progress of students; and implementation of behavior management techniques within the classroom setting. Data used to evaluate the practicum intervention indicated a somewhat positive effect upon increasing the prosocial behavior of elementary students. However, all three objectives were not achieved as outlined by the established criteria. The results indicated that discipline referrals for antisocial behavior were reduced, a majority of the students improved their conflict resolution scores, students felt that they got along well with their peers, and they felt good about school. (Nine tables of data are included; 28 references and 4 appendixes of forms—student discipline action summary, a form for student profiles on conflict resolution, an annual school survey, and a weekly log—are attached.) (Author/PRA)

Accession Number: ED314295
Author: Scurati,-Cesare
Title: Education to Social, Civic, and Political Values in the Italian Pedagogical Thought.
Year of Publication: 1988
Note: 12 p.; Paper presented at the International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988).
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Speeches /Meeting Papers (150)
Descriptors: Citizenship-Education; Educational-Change; Foreign-Countries; Individual-Development; Individualism-; *Democratic-Values; *Educational-Theories; *Socialization-
Identifiers: *Italy-

Abstract: This paper presents four Italian educational theories and defines their basic doctrines with regard to society and their relationship to education. The first theory, called the laicist-liberal theory, merges the idealist tradition with the theory of liberalism in social development, while it stresses the importance of the individual and social growth nurtured by social culture. In this theory education fosters social culture through humanistic, scientific, and technical education. The socialist-marxist theory, the second theory, promotes the idea of man as an historical and social being, and its basic concepts include the ideas that: (1) values are derived from the progressive experience of man; (2) civic education aims at educating citizens to cooperate in communities; and (3) political education is an essential part of civic education. This theory calls for the removal of the authoritarian and bureaucratic structure of schools and for the establishment of the democratization of education. The principles behind the third theory, the Catholic theory, are that the human being has the highest value of all existing things and that the human being is essentially social and political. Civic education must be used to direct the social and political human being through democratic value clarification. The radical theory, the fourth theory, views pacificism and tolerance as essential values in starting social change. This theory stresses history instruction and advocates school intervention and participation in the community. (DJC)

Accession Number: EJ476935
Author: Seigel,-Susan; Rockwood,-Virginia
Title: Democratic Education, Student Empowerment, and Community Service: Theory and Practice.
Journal: Equity-and-Excellence-in-Education; v26 n2 p65-70 Sep 1993
Available From: UMI
Note: Theme issue devoted to community service learning.
Document Type: Reports - Evaluative (142)
Descriptors: Community-Programs; Critical-Thinking; Educational-Policy; Elementary-Secondary-Education; Program-Descriptions; Program-Implementation; Social-Responsibility; Theories-; *Citizenship-Education; *Democracy-; *Educational-Practices; *Theory-Practice-Relationship
Identifiers: Service-Learning; Youth-Community-Service; *Community-Service; *Student-Empowerment

Abstract: Outlines connections between community service experiences and preparing young people for participatory citizenship in a democratic society, identifying components of democratic education practices, distinguishing characteristics that promote democratic citizenship education, and describing several community service learning projects. (SLD)

Accession Number: ED363579
Title: Shaping American Democracy: U.S. Supreme Court Decisions. Revised Edition.
Corporate Sponsor: Maryland State Bar Association, Baltimore.; Maryland State Dept. of Education, Baltimore.; New York State Bar Association, Albany.; New York State Education Dept., Albany.
Year of Publication: 1990
Available From: Law, Youth, and Citizenship Program, New York State Bar Association, One Elk Street, Albany, NY 12207.
Note: 126 p.; Prepared by the Citizenship Law-Related Program for the Schools of Maryland, Inc. of the Maryland State Bar Association and the Maryland State Education Department and the Law, Youth and Citizenship Program of the New York State Bar Association and the New York State Education Department.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Legal /Legislative /Regulatory Materials (090)

Target Audience: Teachers; Students; Practitioners
Descriptors: Content-Analysis; Elementary-Secondary-Education; Social-Studies; Textbook-Research; Units-of-Study; *Civil-Liberties; *Constitutional-Law; *Court-Litigation; *Law-Related-Education; *United-States-Government-Course
Identifiers: *Supreme-Court; *United-States-Constitution

Abstract: This resource guide has been designed to assist teachers and students in the study of key U.S. Supreme Court cases. Each of the 93 cases listed includes a presentation of the facts, issue, and decision of the Court. Twenty-five commonly used textbooks were analyzed to determine the extent to which they cited the Supreme Court cases. No text cited all of the cases, and some of the cases were not cited at all. References varied from simple references to more complete discussions; the textbooks discussed few cases in full. To assist teachers, the first section of this guide is a table that indicates which cases are cited in which textbooks. Cases are grouped by topic, e.g., Constitution; Civil Rights/Discrimination, Freedom of Expression, etc. The second section contains a bibliography of coded textbooks. The third section provides a brief synopsis of the cases. Because of the topical arrangement, teachers or students can review preceding or following cases to consider changes in precedents and gain a quick reference for further legal research. The fourth section includes strategies and activities highlighting the case study method. Appendices include a table of cases, a copy of the complete U.S. Constitution, and a glossary of terms. (SG)

Accession Number: EJ469724
Author: Shiman,-David
Title: An African Perspective on Human Rights.
Journal: Update-on-Law-Related-Education; v16 n3 p40-47 Fall 1992
Note: Special theme issue on "Law in World Cultures."
Document Type: Guides - Classroom - Learner (051)
Target Audience: Teachers; Students; Practitioners
Descriptors: Democratic-Values; Foreign-Countries; Government-Administrative-Body; Law-Related-Education; Primary-Sources; Secondary-Education; Social-Studies; *Civil-Liberties; *Class-Activities; *Constitutional-Law; *Cultural-Differences; *Cultural-Influences
Identifiers: Africa-; *African-Charter-on-Human-and-Peoples-Rights; *Universal-Declaration-of-Human-Rights

Abstract: Presents a series of classroom activities comparing differing views of human rights in the United Nations Universal Declaration of Human Rights and the African Charter on Human and People's Rights. Includes excerpts from the African Charter on Human and People's Rights and the full text of the Universal Declaration of Human Rights. (CFR)

Accession Number: ED347414
Author: Sorenson,-Don-L.
Title: Conflict Resolution and Mediation for Peer Helpers.
Year of Publication: 1992
Available From: Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421 ($8.95).
Note: 131 p.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - General (050)
Descriptors: Decision-Making; Interpersonal-Communication; Problem-Solving; *Arbitration-; *Conflict-; *Conflict-Resolution; *Peer-Counseling
Identifiers: *Peer-Mediation

Abstract: This book explores conflict resolution strategies and presents a systematic approach to mediation for peer helpers. The first part examines conflict resolution. Internal and external sources of conflict are considered. Irritations, inappropriate expectations, and unknown sources of external conflict are examined. A section on looking inside ourselves discusses how to meet psychological needs, the impact of feelings on behavior, identifying feelings, listening for feelings, and acknowledging the feelings of others. The process of making choices and resolving conflict are examined. Making enlightened choices is presented in three steps: examining the alternatives, evaluating the consequences of each alternative, and making a choice. Defining the conflict, and traditional strategies for coping with conflicts are presented. A bill of rights for individuals in conflict are presented. Suggestions for the bill of rights include: the right to timeliness, direct confrontation, privacy, an egalitarian relationship, consent or dissent, change and grow, apologize or correct the situation, and the right to forgive and receive forgiveness. The second part of the book focuses on mediation. A 15-step peer mediation program is outlined, and an overview of the peer mediation process is presented. Additional thoughts on mediation such as working together to resolve the conflict, competition is not the enemy, influence, resistance, manipulation, and positive perceptions, are discussed. (LLL)

Accession Number: ED385460
Author: Stotsky,-Sandra; And-Others
Title: Connecting Civic Education & Language Education. The Contemporary Challenge.
Year of Publication: 1991
Available From: Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($38).
Note: 223 p.
Price: Document Not Available from EDRS.
Document Type: Books (010)
Target Audience: Teachers; Practitioners

Descriptors: Civics-; English-Curriculum; Higher-Education; Reading-; Secondary-Education; Speech-; Writing-Composition; *Citizenship-Education; *Interdisciplinary-Approach; *Language-Arts

Abstract: This collection of essays offers a new approach to strengthening the development of students' civic identity through the teaching of reading, writing, speech, and literature. A foreword by Richard L. Larson and an introduction by Sandra Stotsky are followed by the following essays: (1) The Decline of a Civic Ethic" (Sandra Stotsky); (2) "Reading and Civic Literacy: Are We Literate Enough To Meet Our Civic Responsibilities?" (Jeanne S. Chall; Dorothy Henry); (3) "Teaching Contemporary American Literature: A Professional Dilemma" (Sandra Stotsky with Barbara Hardy Beierl) and "Appendix. An Annotated Reading List for High School and College Teachers: Reclaiming Our Humanity in Twentieth-Century Literature" (John W. Cameron); (4) "On Developing Independent Thinking and Responsible Writing: What We Can Learn from Studies of the Research Process" (Sandra Stotsky); (5) "Teaching Academic Writing as Moral and Civic Thinking" (Sandra Stotsky); (6) "Language Education and Civic Education: Recovering Past Traditions, Reassessing Contemporary Challenges" (Lisa Ede); and (7) "The Uses of Argument in Civic Education: A Philosophy and Practices for Our Time" (Richard A. Katula). (AA)

Accession Number: ED348318
Author: Stotsky,-Sandra
*Title: The Connections between Language Education and Civic Education. ERIC Digest.
Institutional Name (Corporate Source): ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1992
Note: 4 p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071)
Target Audience: Administrators; Teachers; Practitioners
Descriptors: Educational-Objectives; Elementary-Secondary-Education; English-Curriculum; Ethical-Instruction; Language-Skills; Skill-Development; Social-Studies; Student-Educational-Objectives; Teaching-Methods; *Citizenship-Education; *Curriculum-Development; *Language-Arts; *Literature-; *Values-Education
Identifiers: ERIC-Digests

Abstract: Civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1988, 184). It draws its content chiefly from four disciplines: political science, jurisprudence, history, and economics. Political science and jurisprudence provide an understanding of ideas, institutions, and procedures about law and government that protect individual rights and promote a government based on law, majority rule with minority rights, and the public good. The study of history gives us knowledge of our country's past, who we are as a people, and our successes and failures in realizing our country's political and legal ideals. And economics offers knowledge about how to use scarce resources to satisfy human needs and wants within a constitutional government based on the values of democracy and individual rights. However, language education, too, makes an important contribution to civic education. (Author)

*For full text, see page 83.

T

Accession Number: ED314292
Author: Tamborlini,-Alfredo
Title: Civic Education in Professional Training
Year of Publication: 1988
Note: 46 p.; Paper presented at International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988). The chart (in Italian) contains light broken type.
Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.
Document Type: Speeches /Meeting Papers (150)
Descriptors: Elementary-Secondary-Education; Foreign-Countries; Program-Design; Program-Proposals; *Curriculum-Design; *Educational-Change
Identifiers: *Italy-

Abstract: This paper discusses curriculum reform in Italy. Teachers should offer a global approach to education while teaching civic education to students. Referred to as "making culture," civic education should contain content that satisfies the criteria of validity, significance, interest, and student learning. Schools should create new curriculum goals, objectives and programs, and evaluate the programs. A regional training proposal for Italian teachers is included that gives the goals and objectives for the legal, economic, and socio-political aspects of civic education. The four cycles for this program are humanization, socialization, personalization, and the socio-political engagement. The document also includes: (1) the training objectives and didactic contents of the program including curriculum guidelines for using newspapers in the classroom; and (2) a teacher's guide. (DJC)

Accession Number: ED336328
Title: [Teaching Materials about the U.S. Constitution.]
Corporate Sponsor: Commission on the Bicentennial of the United States Constitution, Washington, DC.
Year of Publication: 1990
Note: 241 p.
Price: EDRS Price - Microfiche 01/Paper Copy 10 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Civics-; Elementary-Secondary-Education; Instructional-Materials; Law-Related-Education; Learning-Activities; Social-Studies; Teaching-Guides; Teaching-Methods; United-States-History; *Citizenship-Education; *Constitutional-History; *Constitutional-Law
Identifiers: Supreme-Court; *United-States-Constitution

Abstract: Issued by the Commission on the Bicentennial of the United States Constitution, this collection of instructional materials is designed to help teach about the United States Constitution. The documents include: "Plant a Living Legacy"; "Teaching Guide to Accompany United States Presidents, 1789-1989"; "Skills Handbook: 200 Years of the U.S. Congress 1789-1989"; "Skills Handbook: Happy 200th Birthday, The United States Congress"; "Educational Programs of the Commission on the Bicentennial of the United States Constitution"; "To Establish Justice"; "200 Years of the Judiciary, 1790-1990"; "Equal Justice Under Law"; (A Pocket) Constitution of the United States; "With Liberty and Justice for All"; "Skills Handbook: Happy 200th Birthday, The U.S. Supreme Court"; and the March 1990 Newsletter of the Commission on the Bicentennial of the United States Constitution. Oversize replicas of the U.S. Constitution and Bill of Rights have not been reproduced here. (DB)

Accession Number: ED370882
Author: Titus,-Charles
*Title: Civic Education for Global Understanding. ERIC Digest.
Corporate Sponsor: ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1994
Note: 4 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071)
Target Audience: Researchers; Teachers; Policymakers; Practitioners
Descriptors: Citizen-Participation; Citizen-Role; Citizenship-Responsibility; Elementary-Secondary-Education; International-Relations; Social-Studies; *Citizenship-Education; *Civics-; *Global-Approach; *World-Affairs
Identifiers: ERIC-Digests; *Global-Education

Abstract: An approach to citizenship preparation that might be called civic education for global understanding includes a renewed engagement with and dedication to the civic needs of the nation. A need exists for students not only to continue to study the basic concepts and values of democracy but also to gain a broader understanding of the complex and interrelated world. The components of civic education for global understanding involve (1) educating youngsters about their nation's history and government with emphasis upon the core concepts of democracy in the United States and (2) sharpening student awareness that the responsibilities of citizenship extend far beyond national boundaries. The goals of civic education for global understanding are to revive civic interest and increase participation in community and national affairs by citizens and to enhance recognition by U.S. citizens that their obligations of citizenship extend beyond the nation's frontiers. Implementation requires changes in how civic education is taught and in the approach to the social studies subject matter. Contains 9 references. (CK)

*For full text, see page 87.

Accession Number: EJ482202
Author: Torney-Purta,-Judith; Schwille,-John
Title: Civic Values Learned in School: Policy and Practice in Industrialized Nations.
Journal: Comparative-Education-Review; v30 n1 p30-49 Feb 1986
Available From: UMI
Document Type: Information Analyses - General (070)
Descriptors: Cross-Cultural-Studies; Educational-Objectives; Educational-Policy; Elementary-Secondary-Education; *Citizenship-Education; *Comparative-Education; *Developed-Nations; *Educational-Practices; *Social-Values; *Values-Education

Abstract: Reviews comparative studies of values education in industrialized nations, focusing on the absence of value-neutrality among institutions and teachers; national differences in educational goals and contradictions among various goals; influence of nonschool factors; efficacy of educational policy about values; emphasis on common core values; and influences of hidden curriculum, school culture and climate, and educational practices. (SV)

Accession Number: ED378108
Author: Trevaskis,-David-Keller
*Title: Mediation in the Schools. ERIC Digest.
Institutional Name (Corporate Source): Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Sponsoring Agency: American Bar Association Chicago, IL. National Law-Related Education Resource Center.; Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1994
Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Note: 4 p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Information Analyses - ERIC IAP's (071); Guides - Non-classroom (055); ERIC Digests in Full Text (073)
Descriptors: Decision-Making; Elementary-Secondary-Education; Peer-Counseling; Student-Behavior; Violence-; *Conflict-Resolution; *Interpersonal-Communication; *Problem-Solving; *Resource-Materials; *School-Security
Identifiers: ERIC-Digests; Mediators-; *Peer-Mediation

Abstract: This digest discusses mediation as a form of conflict management that is receiving widespread attention in schools. Mediation involves a neutral third person, called a mediator, who assists the disputants in resolving their problem with the consent of all parties. It offers a risk-free way to settle disputes for the parties involved. Unresolved and lingering conflict frequently leads to violence, interfering with productivity and the quality of life in schools and the community. Extensive data illustrate that instances of violence, including bias-related violence and disciplinary problems in schools, are severely interfering with the learning environment of students. The rising incidence of violence in the schools has led numerous school districts to implement a wide range of costly safety measures from purchasing metal detectors to hiring fulltime police officers. Because such measures do not attack the causes of violence, there is a growing consensus that the best way to handle violence in the schools and prevent its spread throughout the community is to defuse disputes before they turn violent. The Digest describes the formation of The National Association for Mediation in Education (NAME), provides an address and telephone number for the organization, and discusses how mediation is being used in the schools. The American Bar Association's five-part mediation procedure model is outlined. An 11-item list of references and ERIC resources concludes this digest. (DK)

*For full text, see page 91.

V

Accession Number: ED387387
Author: Valand,-Elisabeth, Ed.
Title: The World of Thomas Jefferson: A Guide for Teachers.
Corporate Sponsor: American Forum, New York, NY.; Council of Chief State School Officers, Washington, D.C.; Thomas Jefferson Commemoration Commission, Charlottesville, VA.
Year of Publication: 1994
Available From: Thomas Jefferson Commemoration Commission, P.O. Box 735, Charlottesville, VA 22902.
Note: 17 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Democracy-; Democratic-Values; Instructional-Materials; Law-Related-Education; Political-Science; Resource-Materials; Secondary-Education; United-States-Government-Course;
*Citizenship-Education; *Civics-; *Presidents-of-the-United-States; *United-States-History
Identifiers: *Jefferson-Thomas

Abstract: This teaching guide contains two essays about Thomas Jefferson, along with teaching activities, resources and organizations, a chronology, and quotes. The two essays are: (1) "The Architect of Democracy" (Merrill D. Peterson); and (2) "Jefferson's Legacy: Civic Learning in Public Education" (R. Freeman Butts). Teaching activities center around the following topics: (1) "Jefferson, the Architect: Have You Ever Seen Monticello?"; (2)"Jefferson, Student and Politician: Williamsburg and Thomas Jefferson"; (3) "Mapping the World of Thomas Jefferson"; (4) "Jefferson, the Revolutionary: Do You Really Believe in the 'Declaration of Independence'?"; (5) "Jefferson, the Gardener"; (6) "Jefferson, the Author"; (7) "Jefferson, the Bibliophile: What Did Jefferson Read?"; (8) "Jefferson, the President: To Purchase or Not to Purchase Louisiana"; (9) "Expanding Views of the United States and the World"; (10) "Exploration, Expansion, Knowledge"; and (11) "Mapping the United States." (EH)

Accession Number: ED374054
Author: Valdmaa,-Sulev
Title: Civic Education Curricula for the Forms IX and XII. An Extract from the Frame Curricula for the Basic School of the Estonian Education Centre.
Corporate Sponsor: Jaan Tonisson Inst., Tallinn (Estonia).
Year of Publication: 1994
Note: 9 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Critical-Thinking; Curriculum-Guides; Democratic-Values; Foreign-Countries; Secondary-Education;*Citizenship-Education; *Curriculum-Development; *Educational-Objectives
Identifiers: *Estonia-

Abstract: This document discusses the framework for civic education in Estonia. Objectives of civic education in Estonia come from the traditional beliefs of Estonian society, the new demands of social change, standards established by the Council of Europe, and experiences of neighboring countries. The main objective of civic education is to teach a new generation, regardless of their nationality, to become citizens of the world and to be loyal to the democratic Republic of Estonia. To achieve these goals, the following skills and knowledge should be taught: (1) the ability to understand the surrounding world, how it functions, and what its systems are; (2) to understand the relations between the personality and the society, to be able to decide independently, and adapt to changing situations; (3) to understand the connections between the world and Estonia; (4) to respect and obey the laws of the Republic of Estonia; (5) to possess the ability to speculate independently, to understand the reality and trends of social policy, of intellectual and political life of Estonia, and to recognize the need for openness, and human and democratic order of life; and (6) to be able to understand the changes in the society, and to realize one's role in it. The civic education curriculum of the basic school for the 9th form is divided into 35 lessons in five areas. The curriculum for the 12th form consists of 70 lessons in two areas. The first focuses on society from the aspects of political, social, and cultural life. The second discusses the economy of societies and the contemporary world. (DK)

Accession Number: ED345994
Author: Varat,-Jonathan-D.
Title: Reflections on the Establishment of Constitutional Government in Eastern Europe.
Year of Publication: 1991
Note: 29 p.
Price: EDRS Price - Microfiche 01/Paper Copy 02 Plus Postage.
Document Type: Opinion Papers (120)
Descriptors: Constitutional-History; Democracy-; Democratic-Values; Foreign-Countries; Government-Role; Political-Power; Political-Science; Social-Change; *Constitutional-Law; *Governmental-Structure; *Politics-
Identifiers: *Europe-East

Abstract: Establishing constitutional government involves not simply the creation of a written document that purports to create the political structure of a nation and guarantee rights to its people, but "constitutionalism" in the sense of meaningful and effective adherence to constitutional norms of democratic organization and the protection of individual liberty, even when the cost of that adherence is sacrifice of what seems temporarily expedient. An examination of the nature of constitutional democracy focuses on antimajoritarian limits to the power exercised by democratic political processes. The conditions in Central and Eastern Europe in which constitutional creation would take place are surveyed. The hardly ideal conditions include the need for fundamental political and economic reforms, ethnic and cultural tensions, a lack of established political parties, and potential military insecurity. Despite potential barriers, the momentum for establishing constitutional government existed throughout the region and it was supported by most of the world. Additional elements that are central to establishing a well-functioning constitutional democracy are discussed, some of them specific to federal systems, some vital to any constitutional democracy whether federal or unitary. Among provisions of the U.S. Constitution that are critical to one or both types of democracy are measures mandating cooperation among constituent states as well as protection of their integrity; freedom of movement; the Supremacy Clause mandating that the federal constitution shall be the supreme law of the land; an independent judiciary; control of military organizations; and the right to amend the Constitution. (DB)

Accession Number: ED376099
Author: Vigilante,-David
Title: The Evolution of the Bill of Rights. A Unit of Study for Grades 8-12.
Corporate Sponsor: National Center for History in the Schools, Los Angeles, CA.
Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.
Year of Publication: 1992
Available From: National Center for History in the Schools, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108.
Note: 105 p.
Price: EDRS Price - Microfiche 01/Paper Copy 05 Plus Postage.
Document Type: Guides - Classroom - Learner (051)
Target Audience: Students; Teachers; Practitioners
Descriptors: Democracy-; Government-Administrative-Body; Government-Role; Grade-8; Grade-9; Grade-10; Grade-11; Grade-12; Political-Issues; Primary-Sources; Secondary-Education; *Constitutional-History; *Constitutional-Law; *History-Instruction; *Secondary-School-Curriculum; *United-States-History
Identifiers: *Bill-of-Rights; *United-States-Constitution

Abstract: This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning-point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. By analyzing

primary sources, students will learn how to analyze evidence, establish a valid interpretation, and construct a coherent narrative in which all the relevant factors play a part. This unit contains teacher background materials and lesson plans with student resources. It is applicable in U.S. History or American Government classes where students study political ideologies during the Revolutionary and early Federal periods. The unit presents five lessons on the Bill of Rights: (1) the Virginia and Pennsylvania Declarations of Rights; (2) the debate at the Constitutional Convention; (3) simulated ratification debate; (4) the House debate; and (5) culminating activity—cases involving the application of principles included in the Bill of Rights. The unit also includes an extension lesson that may be used to further explore the development of state declarations of rights. Objectives of the unit include: (1) understanding the evolution of the Bill of Rights; (2) clarifying ideological differences over the inclusion of a Bill of Rights in the federal Constitution; and (3) appraising the impact of a Bill of Rights on the development of American democracy. (DK)

Accession Number: ED375048
Author: Vontz,-Thomas-S.
Title: Teaching and Learning about the United States Constitution in American Secondary Schools.
Year of Publication: 1993
Note: 188 p.; Master's Thesis, University of Nebraska.
Price: EDRS Price - Microfiche 01/Paper Copy 08 Plus Postage.
Document Type: Dissertations /Theses - Masters Theses (042)
Descriptors: Citizenship-Education; Constitutional-Law; Instructional-Materials; Law-Related-Education; Secondary-Education; Social-Studies; Teaching-Methods; United-States-History; *Constitutional-History; *History-Instruction; *Secondary-School-Curriculum
Identifiers: Supreme-Court;*United-States-Constitution; *Westside-Community-Schools-v-Mergens

Abstract: This master's thesis synthesizes literature on the teaching of the United States Constitution, analyzes the Supreme Court case of Westside Community Schools v. Mergens, 1990, and provides lesson plans for teaching the constitutional significance of this case. The thesis argues that because of the poor quality of textbooks and the inadequate training of teachers, the U.S. educational system is failing to inculcate basic constitutional principles in secondary school students. Greater use of technology, community resource persons, primary documents, case studies, cooperative learning, concept maps, and global perspectives are advocated. For a case study that will excite student interest, the Mergens case, which involves a recent piece of federal legislation, the Equal Access Act of 1984, that pertains directly to secondary school students is suggested. In the case, the Supreme Court upheld the right of students at Westside High School in Omaha, Nebraska to meet for Bible discussion during noninstructional time. It is essential for the successful introduction of case studies that teachers are provided with the historical and constitutional background of the case. (JD)

W

Accession Number: EJ510829
Author: Wade,-Rahima-C.
Title: Developing Active Citizens: Community Service Learning in Social Studies Teacher Education.
Journal: Social-Studies; v86 n3 p122-28 May-Jun 1995
Available From: UMI
Document Type: Reports - Research (143); Guides - Classroom - Teacher (052); Journal Articles (080)
Target Audience: Teachers; Researchers; Practitioners
Descriptors: Citizenship-Responsibility; Course-Descriptions; Elementary-Education; Higher-Education; Social-Responsibility; Student-Projects; Teaching-Methods; *Citizen-Participation; *Citizenship-Education; *Curriculum-Design; *Preservice-Teacher-Education; *Social-Studies; *Student-Participation
Identifiers: Community-Service; *University-of-Iowa

Abstract: Asserts that social studies teacher educators can develop future teachers' commitment to student service learning. Describes and reports on a study of a community service-learning program for elementary preservice social studies teachers. (CFR)

Accession Number: ED374064
Author: Wagner,-Kenneth-A.; And-Others
Title: Becoming Informed Citizens: Lessons on the Bill of Rights and Limited Government.
Corporate Sponsor: California State Univ., Los Angeles.
Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.
Year of Publication: 1993
Available From: Regina Books, P.O. Box 280, Claremont, CA 91711.
Note: 248 p.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - Classroom - Learner (051)
Target Audience: Students; Teachers; Practitioners
Descriptors: Citizenship-Education; Civics-; Civil-Liberties; Due-Process; Equal-Protection; Resource-Materials; Resources-; Resource-Units; Secondary-Education; Social-Studies; United-States-History; *Constitutional-History; *Constitutional-Law; *Law-Related-Education

BEST COPY AVAILABLE

Identifiers: California-State-University-Los-Angeles; *Bill-of-Rights

Abstract: Presenting U.S. history teachers with a set of 26 lessons, this book is designed to help educators teach about the Bill of Rights and to assist students in understanding important events and concepts related to the Bill of Rights. The book begins with the fundamental concepts of government, law, and historical roots of the Bill of Rights and concludes with the rights of persons accused of crime and discussion of liberties such as privacy. Lesson plans are provided and include necessary preparations, sequence of instruction, closing the lesson, key words, and vocabulary teaching suggestions. Throughout the volume, lessons, exercises, and activities are designed to assist students in mastering facts and concepts. (RJC)

Accession Number: EJ478483
Author: Weber,-Lee
Title: Teaching about Religions in Government/Civics Courses.
Journal: Social-Studies; v84 n6 p262-66 Nov-Dec 1993
Available From: UMI
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Constitutional-History; Cultural-Influences; Curriculum-Design; Democratic-Values; Instructional-Materials; Political-Science; Religious-Cultural-Groups; Secondary-Education; Teaching-Methods; *Citizenship-Education; *Civics-; *Course-Content; *Educational-Strategies; *Religion-Studies; *United-States-Government-Course
Identifiers: First-Amendment; *United-States-Constitution

Abstract: Asserts that before civics/government teachers teach about the First Amendment to the U.S. Constitution, students should be introduced to the religious and philosophical background of religions freedom in the United States. Identifies issues and historical documents that provide the foundation. (CFR)

Accession Number: ED375047
Title: We the People...and Civic Education: Summaries of Research.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.
Year of Publication: 1994
Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 (free).
Note: 13 p.
Price: EDRS Price - Microfiche 01/Paper Copy 01 Plus Postage.
Document Type: Reports - Evaluative (142)
Target Audience: Policymakers; Administrators; Teachers; Practitioners
Descriptors: Constitutional-Law; Secondary-Education; Social-Studies; United-States-History; *Citizenship-Education; *Constitutional-History; *Law-Related-Education
Identifiers: *United-States-Constitution

Abstract: This collection of research findings by several organizations quantifies public ignorance of the U.S. Constitution and the success of the "We the People...The Citizen and the Constitution Program" in addressing the problem. Surveys by the American Bar Association, the Hearst Corporation, the National Assessment of Education Progress, the People for the American Way, the University of California at Los Angeles Higher Education Research Institute, and the United States Census Bureau indicate a poor public understanding of the principles of democracy and an apathetic attitude toward political participation. Intended to address this challenge for civic education, the "We the People...Program," designed by the Center for Civic Education, involves students in a rigorous study of the Constitution and the Bill of Rights and provides for participation in congressional district, state, and national hearings. One research study has found that students involved in the program display more political tolerance and feel more politically effective than most adults and most other students. A second study concludes that high school students who have participated in the program demonstrate more knowledge of the history and principles of the Bill of Rights than students enrolled in high school civics and government classes using traditional textbooks. Reinforcing these research findings, the Educational Testing Service has characterized the "We the People ..." program as a "great instructional success." (JD)

Accession Number: ED339640
Title: We the People: Student Text, Level I.
Corporate Sponsor: Center for Civic Education, Calabasas, CA.
Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.; Milken Family Foundation, Beverly Hills, CA.
Year of Publication: 1991
Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($4.95).
Note: 193 p.; For corresponding teacher's guide, see SO 021 443; for equivalent middle school and secondary curricula, see SO 021 444-447.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - Classroom - Learner (051)
Target Audience: Students
Descriptors: Citizenship-Responsibility; Civics-; Elementary-Education; Skill-Development; Student-Educational-Objectives; United-States-Government-Course;

*Citizenship-Education; *Constitutional-History; *Constitutional-Law; *Law-Related-Education; *Social-Studies; *United-States-History

Identifiers: Founding-Fathers-of-the-United-States; *United-States-Constitution

Abstract: This curriculum, intended to be used in the upper elementary grades, introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed. Its intent is to provide students with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. By gaining such an understanding, students will prepare themselves for the responsibility of citizenship. The curriculum employs a conceptually oriented approach that stresses the development of analytic and evaluative skills. It is intended that students will learn how to apply their understanding and knowledge to a wide variety of political questions and issues. The skills they develop will help them to relate their everyday experiences to basic issues of constitutional government and civic responsibility. The curriculum is organized into five units: (1) What were the Founders' basic ideas about government? (2) How was our Constitution written? (3) How did the Framers organize our government? (4) How does the Constitution protect your basic rights? and (5) What are the responsibilities of citizens? A reference section also is included containing copies of the Declaration of Independence and the Constitution of the United States, brief biographies of important Framers, and a glossary. (DB)

Accession Number: ED339641

Title: We the People: Teacher's Guide, Level I. Upper Elementary.

Corporate Sponsor: Center for Civic Education, Calabasas, CA.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.; Milken Family Foundation, Beverly Hills, CA.

Year of Publication: 1990

Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($5.00).

Note: 112 p.; For corresponding student text, see SO 021 442; for For equivalent middle school and secondary curricula, see SO 021 444-447.

Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.

Document Type: Guides - Classroom - Teacher (052)

Target Audience: Teachers; Practitioners

Descriptors: Citizenship-Responsibility; Civics-; Elementary-Education; Skill-Development; Student-Educational-Objectives; Teaching-Methods; United-States-Government-Course;

*Citizenship-Education; *Constitutional-History; *Constitutional-Law; *Law-Related-Education; *Social-Studies; *United-States-History

Identifiers: Founding-Fathers-of-the-United-States; *United-States-Constitution

Abstract: This teaching guide accompanies a curriculum, intended to be used in the upper elementary grades, that introduces students to the study of constitutional government in the United States. It is designed to help students understand the most important ideas of the constitutional system and how they were developed, and to provide them with a knowledge of how the Constitution came into existence, why it took the form it did, and how it has functioned for the past 200 years. By gaining such an understanding, students will prepare themselves for the responsibility of citizenship. The curriculum employs a conceptually oriented approach that stresses the development of analytic and evaluative skills. It is intended that students will learn how to apply their understanding and knowledge to a wide variety of political questions and issues. The skills they develop will help them to relate their everyday experiences to basic issues of constitutional government and civic responsibility. Teaching strategies are varied, and include directed discussions, simulations, debates, role playing, timeline construction, and small-group problem solving. The curriculum is organized into five units: (1) What were the Founders' basic ideas about government? (2) How was our Constitution written? (3) How did the Framers organize our government? (4) How does the Constitution protect your basic rights? and (5) What are the responsibilities of citizens? For each unit, the teacher's guide contains an overview, objectives, introduction, and optional project. The five units contain a total of 22 lessons. For each lesson, the guide includes an overview, objectives, materials needed, teaching procedures, and optional activities. A reference section also is included containing copies of the Declaration of Independence and the Constitution of the United States, brief biographies of important Framers, and a glossary. (DB)

Accession Number: EJ476704

Author: Whittaker,-Lynn-Page

Title: Classroom Materials for Civic Education.

Journal: Social-Studies; v84 n5 p207-12 Sep-Oct 1993

Available From: UMI

Document Type: Reports - Descriptive (141)

Target Audience: Teachers; Practitioners

Descriptors: Audiovisual-Aids; Citizen-Participation; Civics-; Class-Activities; Educational-Objectives; History-Instruction; Learning-Strategies; Primary-Sources; Secondary-Education; Student-Interests; Student-

Needs; Teaching-Methods; United-States-Government-Course; *Citizenship-Education; *Curriculum-Design; *Instructional-Effectiveness; *Instructional-Materials; *Social-Studies

Identifiers: *Close-Up-Program

Abstract: Describes instructional materials developed by the Close Up Foundation for use in its various programs. Asserts that the books, videotapes, and simulations meet student and teacher needs for relevant, high-interest, instructional materials. Concludes with a description of the development process used by the foundation. (CFR)

Accession Number: EJ495582
Author: Wise,-Edward-M.
Title: Comparative Legal Services: An Analysis of the Delivery of Legal Services to the Poor in Nations around the World.
Journal: Update-on-Law-Related-Education; v18 n3 p47-51 Fall 1994
Document Type: Reports - Descriptive (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Liberties; Civil-Rights; Courts-; Equal-Protection; Foreign-Countries; Justice-; Legal-Problems; Poverty-; Secondary-Education; Social-Problems; Social-Studies; *Cross-Cultural-Studies; *Economically-Disadvantaged; *International-Studies; *Law-Related-Education; *Lawyers-; *Legal-Aid
Identifiers: Australia-; Canada-; Europe-; Japan-; *South-Africa

Abstract: Asserts that providing poor people equal access to law is a worldwide problem. Identifies and discusses three systems of legal aid services in nations throughout the world. Includes a vocabulary chart and a special section on justice in South Africa. (CFR)

Accession Number: EJ430548
Author: Wong,-Suk-Ying
Title: The Evolution of Social Science Instruction, 1900-86: A Cross-National Study.
Journal: Sociology-of-Education; v64 n1 p33-47 Jan 1991
Available From: UMI
Document Type: Journal Articles (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Comparative-Education; Educational-History; Educational-Policy; Elementary-Secondary-Education; Foreign-Countries; Global-Approach; *Citizenship-Education; *Course-Content; *Curriculum-Development; *Educational-Change; *Social-Sciences; *Social-Studies
Identifiers: Nigeria- ; *Phillippines-

Abstract: Cross-national study examines how social science, social studies, and civics instruction have evolved in public education. Finds that countries frequently adapt social science curricula independent of local conditions. Suggests that this produces a homogeneity of curricula over time and national boundaries. Illustrates curriculum's central role in modern integrated society through study of curriculum development in Philippines and Nigeria. (NL)

Accession Number: EJ520044
Author: Worgan,-Patricia
Title: The Changing Relationship Between the State and Higher Education in the Czech Republic
Journal: Higher-Education-Management; v7 n2 p241-52 Jul 1995
Available From: UMI
Descriptors: *Higher Education; *College Administration; Foreign Countries; *Educational Change; Change Strategies; *Governmental School Relationship; Educational Trends; Trend Analysis; *Democracy; *Decentralization; Administrative Organization; Communism; Comparitive Analysis; Personnel Policy; Administrative Policy; College Curriculum; College Instruction; Research; Legislation; Academic Freedom; Access to Education; Financial Support
Identifiers: *Czech Republic

Abstract: This article examines the change from total state control in Czech higher education to its democratization after 1989. It compares elements in the two systems, including legislative control, institutional administration, academic freedom, teaching and research, employment policies, curriculum design, access to higher education, and funding. The paper concludes that the resulting decentralization has created some ambiguities in the system. (MSE)

Accession Number: ED375066
Title: Working Together: Lessons in Justice. Law-Related Lessons for Teaching the U.S. Constitution.
Corporate Sponsor: Constitutional Rights Foundation, Chicago, IL.
Sponsoring Agency: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Year of Publication: 1994
Available From: Constitutional Rights Foundation, 407 South Dearborn Street, Suite 1700, Chicago, IL 60605.
Note: 61 p.
Price: EDRS Price - Microfiche 01 Plus Postage. Paper Copy Not Available from EDRS.
Document Type: Guides - Classroom - Teacher (052)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Constitutional-Law; Elementary-Education; Instructional-Materials; Learning-Activities; Teaching-Methods *Law-Related-Education; *Social-Studies; *United-States-History
Identifiers: *United-States-Constitution

Abstract: This teaching guide provides methods for integrating the study of law and citizenship into chronologically based U.S. History courses for elementary students. Correlated with the Illinois State Goals for Learning and the Learning Outcomes of the Chicago Public Schools as well as with national standards projects, the lessons encourage critical thinking, interactive learning, and the use of resource persons. The lesson strategies cover the origins of law, the American Revolution, conflict resolution, protest, nonviolence, the three branches of government, the Civil War, geography, women's rights, civil rights, and tolerance. The teaching methods outlined in the guide include role playing, brainstorming, and research. For each unit, the guide provides suggestions for resource persons such as attorneys, city council members, landlords, mediators, native Americans, judges, principals, committee heads, lobbyists, consumers, real estate agents, librarians, and social activists. To make the most effective use of the resource persons, the authors advise teachers to assure that the resource person is well-informed of the character of the class, its level of knowledge, the lesson planned, and their expected role. Because several of the topics may ignite controversy, the guide offers strategies for handling conflict. Teachers, the guide argues, should devise classroom rules for handling controversy, clearly identify the grounds for disagreement and the underlying assumptions, assure that students argue ideas rather than personalities, and support their arguments with facts. (JD)

Accession Number: ED351270
Author: Woyach,-Robert-B.
*Title: Leadership in Civic Education. ERIC Digest.
Institutional Name (Corporate Source): ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Year of Publication: 1992
Note: 4 p.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: Guides - Non-classroom (055)
Descriptors: Elementary-Secondary-Education; Leadership-Qualities; Role-of-Education; Social-Studies; Student-Educational-Objectives; *Citizenship-Education; *Leadership-; *Leadership-Training; *Student-Leadership
Identifiers: ERIC-Digests

Abstract: In recent years, social studies educators have given serious attention to the apparent crisis of citizenship and the improvement of civic education in the United States. Insufficient attention, however, has been given to the place of leadership in civic education. Yet, youth leadership is big business in the United States. Each year, over half a million high school students, along with a smaller but growing number of middle school students, participate in programs intended to encourage civic leadership and to develop leadership skills. This digest addresses four questions concerning leadership: How is leadership related to citizenship? What are the essential elements of leadership? What are the competencies of leadership? What is the role of schools in leadership development? A list of references and ERIC resources is included. (Author/DB)
*For full text, see page 85.

Accession Number: EJ475037
Author: Wright,-Ian
Title: Civic Education Is Values Education.
Journal: Social-Studies; v84 n4 p149-52 Jul-Aug 1993
Available From: UMI
Document Type: Opinion Papers (120)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Class-Activities; Educational-Objectives; Elementary-Secondary-Education; Social-Studies; Social-Values; Student-Attitudes; Teaching-Methods; *Citizenship-Education; *Democratic-Values; *Ethical-Instruction; *Moral-Values; *Values-Education
Identifiers: *Moral-Behavior

Abstract: Contends that the key questions in civic education are How should people be treated? and How should disputes between people be resolved? Argues that a moral system is necessary for a civil society and that schools have a responsibility to encourage common-sense notions of ethical behavior. Includes classroom activities to illustrate this approach. (CFR)

Part III

ERIC Digests on Civic Education

III

IN PART III, a series of 15 ERIC digests chronicles the developments in civic education over the past decade. Written by ERIC staff and other experts, these selections cover various aspects of civic education. The topics treated pertain to civic education in the schools—the crafting of a framework and national standards for teaching it, and the leadership essential to its fruition—and civic education on an international level—as a tool for cultivating democracy in the former communist countries of Central and Eastern Europe.

John D. Hoge's 1988 Digest opens the series with a comprehensive discussion of civic education in American schools: its meaning, its place in the curriculum, its effect on learners, and how to improve it.

In his four contributions, Robert S. Leming examines the fundamentals of law-related education, how to teach law using U.S. Supreme Court cases, and describes the "We the People ... The Citizen and the Constitution" national civic education program for elementary and secondary students. Leming also advises on instructional strategy, how to effectively choose cases for study, and organizations to contact for materials and further information.

Next, Charles Bahmueller describes CIVITAS, a framework for civic education that has, in just a few years, become central to civic education as we know it today. The National Standards for Civics and Government and the issues upon which the Standards are founded are the topics of Bahmueller's second Digest in this collection.

How can studying literature and writing be integral to students' development into productive, active citizens? Can the learning of political and social values and civic identity be enhanced by reading fiction? Sandra Stotsky addresses these and related questions in her Digest.

Also included in this chapter is Robert B. Woyach's Digest, in which he explores leadership, its essentials, and its relation to citizenship. Woyach also touches on the role of the schools in leadership development.

The "shrinking" of our world due to advances in communications and transportation has created a host of complex transnational problems requiring a new approach to citizenship preparation of the world's youth. This is the premise upon which Charles Titus builds his piece on civic education for global understanding.

Richard C. Remy gives a rundown of the numerous activities of "Education for Democratic Citizenship in Poland" (EDCP), a cooperative project of the Mershon Center at The Ohio State University and several Polish organizations. EDCP is one of many cooperative civic education projects among American and Central/Eastern European educators to emerge since the end of communism. Another such endeavor, the Democracy Advancement Center (DAC) of Riga, in the Republic of Latvia, has enjoyed similar success. In their Digest, Guntars Catlaks and Valts Sarma review the history and accomplishments of the DAC, which is active in curriculum development and teacher training for civic education in Latvia.

Mediation as conflict resolution in the schools is the timely topic of David Keller Trevaskis's piece. Trevaskis discusses which methods of conflict management and resolution schools are using to deal with violence. He also provides a "Checklist for Mediation," a mediation procedure outlined by the American Bar Association which typifies models followed by trained mediators.

Brian Garman proposes service learning as a remedy to the problem of declining willingness among youth to serve their community or nation. He writes that involvement in community service projects encourages community service among youth and offers long-term benefits to both students and community. Garman also presents key elements for creating effective service learning programs.

John J. Patrick puts an international spin on civic education for constitutional democracy in his Digest. In it, Patrick identifies the essential components of civic education: civic knowledge, skills, and virtues. Democratic teachers, Patrick asserts, connect the three components of civic education to create a democratic classroom environment.

Together these Digests present a snapshot of civic education's path over the past decade—where it has come from, where it is today, and where it is headed.

WHAT IS AN ERIC DIGEST?

ERIC Digests are synopses of the current literature of a given subject. They consist of two parts: a brief topical essay and a bibliography including ERIC documents available on the subject. ERIC Digests may be written by the staff of any ERIC Clearinghouse, or by specialists invited by a Clearinghouse to contribute. There are hundreds of ERIC Digests available full-text via the ERIC database. Digests can be printed or downloaded from most workstations or purchased from the ERIC Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-28532 or telephone (800) 443-3742. When ordering a Digest from EDRS, please be sure to specify the ED number, or accession number, of the Digest you wish to obtain.

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ERIC Digest EDO-SO-88-11 December 1988

Civic Education in Schools

by John D. Hoge

Civic education was an important part of schooling in the United States during the early years of the republic. And so it is today. However, some advocates of civic education are concerned that its place in the curricula of schools may not be as solid and secure as it once was or should be. They join with R. Freeman Butts in his call "for revitalizing the historic civic mission of American education" (1988, 184). This ERIC Digest discusses civic education in American schools: (1) the meaning of it, (2) the place of it in the curriculum, (3) the effects of it on learners, and (4) the means for improving it.

What Is Civic Education? According to Butts, civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (1988, 184). Butts and others agree that civic education also involves development of skills in making decisions about public issues and participating in public affairs.

In a constitutional democracy, civic education is supposed to involve both preservation of core concepts and values and liberation from single-minded teaching and learning about them. There should be an effort to maintain the foundations of our constitutional order and to improve upon it through reflection, deliberation, and action. By contrast, civic education in authoritarian or totalitarian regimes emphasizes one-sided promotion of partisan views, with little opportunity for learners to develop capacities for independent thought and action.

How Is Civic Education Included in the Curricula of Schools? Civic education is an established part of the curriculum in social studies. Content in government, law, and citizenship is woven into the typical elementary school social studies program. During the 1980s, content in civics has increased at the expense of subject matter from the behavioral sciences.

Formal courses in civics and government are required for graduation from high school in more than thirty-five states; such courses are prevalent electives or local school-district requirements in states that do not require them for graduation. High school government courses are mostly offered at the twelfth grade. In addition, a ninth- or tenth-grade civics course is required for graduation in ten states and is a prevalent elective or school district requirement in thirteen states (Council of State Social Studies Specialists 1986).

Civic education in elementary and secondary schools has been boosted by the national trend toward law-related education (LRE). A nation-wide survey (Hahn 1985) reveals that, since 1975, LRE has been added to the curriculum in more than half of the forty-six states involved in the study. Respondents in this study (state-level curriculum specialists and supervisors) mentioned LRE more frequently than other topics as having been added to the social studies curriculum since 1975. They also ranked LRE fourth as a priority in social studies education: it ranked eleventh in 1975. Courses in LRE are widely offered as high school electives in more than twenty states.

Civic education is also a prominent part of most secondary school courses in American history. The Education for Democracy Project (1987) advocates strengthening the place of civics in high school history courses.

What Are the Effects on Learners of Civic Education in Schools? Despite a long-standing tradition of civic education in elementary and secondary schools, there is substantial evidence that more than half of young Americans lack knowledge, attitudes, and skills that leading civic educators believe they should have in order to be responsible citizens of a constitutional democracy. Most high school students and adults appear to lack detailed knowledge and understanding of institutions, principles, and processes of government in the United States. They also tend to have shallow or confounded conceptions of core ideas, such as constitutionalism, republicanism, democracy, and federalism (Sigel & Hoskin 1981; NAEP 1983; Hearst Corporation 1987). Finally, they seem to have shallow and inaccurate views about civics in American history; most 17-year-olds, for example, are unable to correctly answer questions about major events in the constitutional history of the United States (Ravitch & Finn 1987, 55-58).

The superficial knowledge that young Americans have about government, constitutional history, and law is reflected in their civic attitudes. Adolescents' attitudes toward democracy and constitutional government tend to be favorable in the abstract. However, their commitment to democratic attitudes is not consistently applied to unpopular individuals or ideas in particular cases. They seem to lack comprehension of the complexities of constitutional democracy, such as the delicate balance of majority rule with minority rights (Sigel & Hoskin 1981; Elam 1984).

Superficial and shallow commitment to civic attitudes and values of our representative democracy may be associated with the limited civic participation of most young adults, especially their low turnout as voters in public elections. Civic education in schools is supposed to develop propensities for and skills in political participation. However, Miller (1985) used data from longitudinal studies to show that there has been little or no relationship between civic education in secondary schools and the kind or amount of political participation of adults.

How Might Civic Education Be Improved? The civic learning of students in schools is dependent upon the substance, design, and manner of presentation of their lessons. Furthermore, the organization, operation, and culture of the school shape important aspects of students' civic education and its outcomes. The fol-

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lowing statements are based on research about how to improve civic education in schools.

1. Students' achievement of civic knowledge is related to the number of courses taken, the breadth and depth of topics studied, and the amount of time spent on lessons and homework (Mullis 1979; Parker & Kaltsounis 1986).

2. The development of democratic civic attitudes and values is enhanced by teachers who provide lessons on the analysis of public issues or controversial topics in a classroom environment that is conducive to the open and free exchange of ideas (Ehman 1980; Leming 1985).

3. One means to development of higher-order thinking skills associated with civic education is systematic teaching about public issues in school courses in history, government, and law-related education (Guyton 1984).

4. Student participation in extracurricular activities of the school is positively related to development of political efficacy and propensities for participation in civic life outside the school (Ehman 1980).

5. There may be a positive relationship between "democractic school climate" and development of democratic civic attitudes and behavior among students; less authoritarian climates are linked to more democratic political attitudes and behavior among students (Ehman 1980; Hepburn 1983).

6. Systematic and extensive exposure to law-related education appears to enhance learning of civic knowledge, attitudes, and skills when these programs

- foster interaction among students in the classroom;
- use realistic content that includes balanced treatment of civic issues;
- involve outside resource persons to augment classroom instruction and activities;
- receive enthusiastic support by the school principal and other school-district administrators;
- receive support through regular opportunities for staff development (Anderson 1987).

In conclusion, civic education in schools is important for the survival of our constitutional democracy. Effective civic education is the primary means for teaching and learning the democratic values that undergird our system of ordered liberty, which provides majority rule with protection of minority rights. However, assessments of civic learning suggest that our educational programs fall short of desired levels of achievement among a majority of learners. Thus, educators are challenged to seek and implement means to improve civic education in elementary and secondary schools.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are in the ERIC (Educational Resources Information Center) system and are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, write EDRS, 1900 Wheeler Avenue, Alexandria, VA 22304 or call 800-227-3742. Entries followed by an EJ number are annotated monthly in CIJE (*Current Index to Journals in Education*), which is available in most libraries. EJ documents are not available through EDRS; however, they can be located in the journal section of most libraries by using bibliographic information provided below.

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ERIC DIGEST EDO-SO-91-8 September 1991

Teaching the Law Using United States Supreme Court Cases

by Robert S. Leming

"We are very quiet there, but it is the quiet of a storm centre." These words were used in 1913 by Associate Justice Oliver Wendell Holmes Jr. to describe the Supreme Court. Since 1789, the Court has been making decisions that affect all of us. The study of Supreme Court cases, therefore, should be an integral part of civic education. This ERIC Digest discusses (1) constitutional issues and Supreme Court cases that should be taught and (2) effective strategies for teaching them. It also includes a list of national organizations that develop resources to enhance the teaching of Supreme Court cases.

Selection of Constitutional Issues and Supreme Court Cases. When deciding which cases to include in the curriculum, a teacher must choose from hundreds of potential cases. The following criteria can guide decisions about which cases and issues should be included.

Select "landmark decisions" that constitutional scholars have, for the most part, agreed are the most important ones. For example, John A. Garraty's book *Quarrels That Have Shaped The Constitution* describes twenty landmark decisions from *Marbury v. Madison* (1803) to *Roe v. Wade* (1973). Duane Lockard and Walter F. Murphy's *Basic Cases in Constitutional Law* includes thirty-one landmark decisions. Publications like these should be used as guides to case selection.

Cases should be studied that involve issues in the lives of pre-adults. Students are more likely to be interested in cases that affect them directly. For example, in *Tinker v. Des Moines Independent School District* (1969), Justice Abe Fortas, writing the majority opinion in this case that declared that the wearing of black armbands to protest the Vietnam War was a form of "symbolic speech", argued that "First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." However, in the 1980s, cases were decided that seemed to limit the rights of students while in a school setting. For example, in *New Jersey v. T.L.O.* (1985), the Supreme Court decided that school officials need only "reasonable suspicion" rather than "probable cause" to search a student's property. A few years later, in *Hazelwood School District v. Kuhlmeier* (1988), the Court held that public school officials may censor student speech which takes place in school sponsored forums. Justice Byron White, writing for the majority, argued that the school newspaper *Spectrum* is not a public forum and is sponsored by the school, therefore, school authorities may exercise editorial control over its contents.

Some cases chosen should emphasize the paradox of majority rule with respect for minority rights, two core concepts of constitutional democracy. The Supreme Court has acted as the "David" against the "Goliath" of an oppressive majority. For example, in *Texas v. Johnson* (1989), the Court agreed with the Texas Court of Appeals decision to reverse Johnson's conviction for publicly burning the American flag. Despite the possible influence of the majority of American citizens, who disagreed with Johnson, the Court, in a 5-4 decision, upheld the rights of an individual who expressed an emphatically unpopular position. In 1948, the Court, in its unanimous decision in *Shelley v. Kraemer*, put an end to racial covenants. One of the attorneys for the petitioner, Thurgood Marshall, argued that racial covenants, enforced by state courts, had denied to African American citizens rights that were enjoyed, as a matter of fact, by other citizens representing the majority. These decisions and others illustrate the paradoxical relationship of majority rule with respect for minority rights.

Effective Instructional Strategies for Teaching Supreme Court Cases. Using a variety of instructional strategies throughout the school year is the most effective way to teach Supreme Court cases. Some practical examples are presented below.

Teach Supreme Court cases in historical context so that the constitutional issue is cast within the social forces that generated it. For example, should student expression be limited in school settings? What types of actions violate the Establishment Clause of the Constitution? What constitutes cruel and unusual punishment? What kinds of searches and seizures violate the Fourth Amendment? Does the Second Amendment's right to bear arms include owning a machine gun? These issues and others should be examined in an historical perspective and in terms of present-day standards in recent court decisions. How have decisions and standards changed over time? By discussing the legal precedents to a modern decision, students can begin to understand both the continuity and the fluidity of the law, as well as the political and social times in which a case was decided.

When discussing Supreme Court cases, both the majority and dissenting opinions should be examined. Students need to understand that if judges can disagree about important issues, then citizens should feel confident to do the same.

Using a brief lecture along with discussion is an excellent method to introduce an issue and subsequently the case or cases for examination. However, use of the case study method is probably the most common and effective strategy for teaching Supreme Court issues and decisions. To be successful with this strategy, the teacher must be well informed on the legal issues and facts of the case. The approach is successful because of the active involvement of students in analyzing a legal case by participating in class discussions that identify a particular legal issue, taking sides, stating points of view, and formulating and evaluating decisions. When

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using the case study method, students are encouraged to carry out the following steps:

- Review the background information and the facts in the case.
- Determine the main issue in the case.
- Examine alternative arguments on the issue in the case.
- Consider the decision (both majority and dissenting opinions) and legal reasoning in the case.
- Assess the implications and the significance of the case in constitutional history.

A moot court simulation is a very exciting instructional strategy that involves students in a role play of the United States Supreme Court. Similar to the case study method, a moot court simulation calls for active involvement of students. Acting as judges and attorneys, students learn how the Supreme Court operates and develop a better understanding of the case in question and the issues involved.

To create a successful simulation, students are encouraged to engage in the following procedures. First, as a whole class, review the background information and the facts in the case. Second, as a whole class, determine the main issue in the case. Third, divide students into three groups:

(1) Judges, who review the facts in the case, clarify the issue, and prepare questions that will be asked of the attorneys during the simulation.
(2) Petitioners, who prepare two or three written and oral arguments for the simulation.
(3) Respondents, who prepare two or three written and oral arguments for the simulation.

Two court simulation options are presented below.

(1) Involve the class as one court room with nine justices, two attorneys for the petitioner and respondent. The remainder of the class serves as an audience.
(2) Divide the class into three to five small groups; each group includes three judges, one or two attorneys for both the petitioner and the respondent. The small courts will operate individually. This option is advantageous because of the possibility of conflicting decisions by the courts. If the classrooms courts differ in their judgments, students will begin to understand the importance of dissenting opinions and the make-up of the court.

Debrief the court simulation by reading the real decision and engaging in an evaluation of the decisions made in the classroom. Discuss the implications and the significance of the case in constitutional history.

Sources of Information and Material about How to Teach the Law Using Supreme Court Cases. Information and materials on Supreme Court cases can be obtained from the organizations listed below:

- American Bar Association; Special Committee on Youth Education for Citizenship; 541 N. Fairbanks Avenue; Chicago, IL 60611-3314; (312) 988-5735.
- Center for Civic Education (CCE); 5146 Douglas Fir Road; Calabasas, CA 91302; (818) 340-9320.
- Center for Research and Development in Law-Related Education (CRADLE); Wake Forest University, School of Law; Box 7206, Reynolda Station; Winston-Salem, NC 27109; (918) 761-5872.
- Constitutional Rights Foundation (CRF); 601 S. Kingsley Drive; Los Angeles, CA 90005; (213) 487-5590.
- Chicago Office of the CRF; Suite 1700, 407 South Dearborn; Chicago, IL 60605; (312) 663-9057.
- National Institute for Citizenship Education in the Law (NICEL); 711 G Street, SE; Washington, DC 20003; (202) 546-6644.
- Phi Alpha Delta Public Service Center (PAD); 7315 Wisconsin Avenue; Suite 325E; Bethesda, MD 20814; (301) 986-9406.

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The Core Ideas of *CIVITAS: A Framework for Civic Education*

by Charles F. Bahmueller

CIVITAS is a framework that specifies core ideas for civic education in our American constitutional democracy. It states what adults will ideally know and be able to do to be effective democratic citizens.

CIVITAS was developed by the Center for Civic Education in cooperation with the Council for the Advancement of Citizenship and with support from The Pew Charitable Trusts. More than 60 scholars contributed to this project as consultants and authors of various parts of *CIVITAS: A Framework for Civic Education*. This ERIC Digest highlights core ideas in **CIVITAS** on the rationale for civic education. It also addresses educational goals and substantive ideas for teachers and learners on civic virtue, civic participation skills, and civic knowledge.

The Rationale for Civic Education. Civic education in a democracy is education in self-government, which means active participation and not passive acquiescence in the actions of others. The health of the polity requires the widest possible participation of its citizens consistent with the common good and the protection of individual rights. No one's civic potential can be fulfilled without forming and maintaining an intention to pursue the common good; to protect individuals from unconstitutional abuses by government and from attacks on their rights from any source, public or private; to seek the broad knowledge and wisdom that informs judgment of public affairs; and to develop the skill to use that knowledge effectively. Such values, perspectives, knowledge, and skill in civic matters make responsible and effective civic participation possible. Fostering these qualities constitutes the mission of civic education.

Civic education should consist of the intensive study and understanding of the nation's system of self-government, its values, commitments, and assumptions, and its relevant history; in short, it should involve the theory and practice of a free and open democratic society as it has developed in the United States of America. Civic education should treat the purposes of government, the nature of law, the way private behavior affects the public order and the political system, and the international context of politics. Developing civic participation skills is essential to fulfillment of the promise of constitutional democracy.

The revitalization of education for citizenship is especially timely. The failure of citizens to take part in elections at every level is just one indication of widespread disengagement of citizens from the political system. Americans tend to perceive the Constitution as a self-executing mechanism; its very success has created indifference in many citizens to investing themselves in the political system that sustains their prosperity and well-being. But it is a dangerous illusion to suppose that our American constitutional democracy is like a self-perpetuating machine. The reality is that the system requires careful attention and assiduous cultivation by knowledgeable, skillful, and virtuous citizens.

Many citizens, however, lack an adequate understanding of the core ideas of constitutional democracy. They need deeper knowledge of the American political system than is currently commonplace, both as a framework for judgment and as common ground for public discussion and virtuous and skillful participation.

Goals on Civic Virtue. The ultimate goal of **CIVITAS** is to enable students equipped with the requisite civic knowledge and the skills of civic participation to make their own commitment, carried to adulthood, to the civic values deemed necessary for nurturing American constitutional democracy. This goal is summarized in the term "civic virtue."

Civic virtue has an ancient lineage, rooted in the tradition of classical republicanism, which admonishes citizens to place the public good above private interest. America inherited this republican tradition of civic virtue in the course of its founding. The republic's founders also drew upon another political tradition, classical liberalism, which viewed the chief end of government as the protection of individual rights. **CIVITAS** argues that both the classical republican and liberal views of citizenship are legitimate elements in the historical spectrum of American civic values.

CIVITAS describes civic virtue in terms of civic dispositions and civic commitment. **Civic dispositions** refer to those attitudes and habits of mind of the citizen that are conducive to the healthy functioning and common good of the democratic system. Civic commitments refer to the freely given, reasoned commitment of the citizen to the fundamental values and principles of American constitutional democracy.

These commitments and dispositions are imperative for two reasons. First, they enable the political process to work effectively to promote the common good. Second, they contribute to the realization of the fundamental ideals of the American political system including protection of the rights of the individual. **CIVITAS** enumerates and discusses the civic dispositions and commitments to fundamental civic values and principles and provides an extended commentary on civic values.

Goals on Civic Participation Skills. Civic education's unique responsibility is not simply to increase civic participation but also to nurture competent and responsible participation. Civic participation should involve more than attempts to influence

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public policy. It must be based upon moral deliberation, knowledge, and reflective inquiry.

The framework emphasizes that the preservation of individual rights and furtherance of the common good depend upon an enlightened citizenry that participates in the common life of the political community, respecting its constitutional norms and adhering to its fundamental values. **CIVITAS** also stresses that the right to participate carries with it certain moral and political obligations.

CIVITAS is concerned with identifying and fostering the skills required for competent civic action, its adherence to constitutional values and limits, and its adherence to constitutional morality. Thus, the framework discusses three central aspects of active civic participation: governing and managing groups; monitoring public policy; and influencing public policy. It presents a full and detailed account of the step-by-step stages in the process of participation, from the decision to act to full involvement.

The framework's concept of civic participation adds a much-needed caveat to current thinking on the subject. The fulfillment of the democratic citizen's potential is increasingly thought to have occurred when the citizen acts within civil society, the wide arena of society at large, outside of the institutions and processes of government and politics. Broadly interpreted, civic participation involves the monitoring and influencing of the policies of any organization that significantly affects individual rights and the common good. But, while **CIVITAS** recognizes the value of civic action in this realm, it argues that the foundations of American democracy are imperiled to the extent that citizens withdraw from political institutions in favor of primary or exclusive involvement with the broader arena of civic activities in civil society. Neither sphere of participation should be ignored.

Goals on Civic Knowledge. Knowledge is the necessary foundation of civic virtue and participation. Thus, the coverage of civic knowledge in the framework is extensive and ranges from considerations on the history of Western political thought and action to twentieth-century regimes, law, propaganda, television and politics, civil disobedience, religion and politics, subjects in American government, and much more. The criterion used to include and exclude subject matter was a simple question: What should an individual ideally know in order to be an effective citizen? The framework developers did not expect an adult, still less a student, to know everything in the extensive body of knowledge presented. However, the adult citizen should have a sound working knowledge of the main points.

Of special importance for the curriculum envisaged by **CIVITAS** is the three-fold division of the subjects presented in the civic knowledge section of this volume. Each section opens with the main ideas of the subject—the "conceptual perspective." It is followed by a "historical perspective" and a "contemporary perspective," which are designed to inform the reader of the current significance of the concepts and the historical development of these ideas.

Receiving attention in this part of the framework are core subjects of American government and politics, such as Congress and the presidency, the judicial system, bureaucracy, state and local politics, federalism, the role of the press, and so forth. There are pieces on morality and politics, economics, geography, religion and public life, gender issues, America and the international system, and racial and ethnic diversity. In addition, an extensive section discusses a number of aspects of law, from a conceptual and historical comparison of common and civil law systems to a presentation of the concepts and history of international law. Several non-Western subjects are covered in the framework. China is used as an example of non-Western concepts of the state, and the history of China in the twentieth century, especially China under communism, is discussed. Subjects treated under the heading of "informal institutions and processes of government" include television and politics, propaganda, environmental issues, public opinion and the informal processes of Washington politics, and other subjects.

The "Civic Knowledge" section concludes with "The Role of the Citizen." **CIVITAS** emphasizes the responsibilities of citizens and contains a conceptual and historical account of individual rights and human rights. The framework closes with a general critical assessment of the current state of civic life in the United States of America that underscores the importance of a regenerated concept of citizenship in a constitutional democracy.

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The Connections Between Language Education and Civic Education

by Sandra Stotsky

Civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1988, 184). It draws its content chiefly from four disciplines: political science, jurisprudence, history, and economics. Political science and jurisprudence provide an understanding of ideas, institutions, and procedures about law and government that protect individual rights and promote a government based on law, majority rule with minority rights, and the public good. The study of history gives us knowledge of our country's past, who we are as a people, and our successes and failures in realizing our country's political and legal ideals. And economics offers knowledge about how to use scarce resources to satisfy human needs and wants within a constitutional government based on the values of democracy and individual rights. However, language education, too, makes an important contribution to civic education.

How Can Literary Study Contribute to the Formation of Civic Identity and Character? Literary study can contribute to the formation of civic identity and civic character in several distinct ways (Stotsky 1991a).

Significant National Literature. First, it can expose students to historically significant works that illuminate our nation's cultural history and values (Stotsky 1989). Such works as Benjamin Franklin's autobiography, Ralph Waldo Emerson's essays, or Henry Thoreau's *On Civil Disobedience* and *Walden Pond* are among those literary works that contribute to an understanding of our political and social values and to our civic identity. Of course, students need to read not only what we can be proud of as Americans, but also what we have failed to do well and what we need to improve upon. A well-conceived literature program provides a balanced view of our country's social and political experiences. For example, teachers could use John Hershey's *A Bell for Adano* in tandem with Upton Sinclair's *The Jungle*. Or teachers might use James Comer's *Maggie's American Dream*, a story about a strong-minded black mother whose four children all became successful professionals despite racial discrimination, to balance Gloria Naylor's *The Women of Brewster Place*, a bleak story about mainly single mothers and their children in an urban housing project.

Characters as Intellectual and Moral Models. Literary study can also expose students to strong characters with clear moral and intellectual values. Students who identify with those characters may then internalize their values. Such works as *Antigone*, *The Adventures of Huckleberry Finn*, *To Kill a Mockingbird*, *A Man for all Seasons*, *Jean Christophe*, and *The Fountainhead* feature protagonists with strong intellectual or moral principles who choose to live by the dictates of their conscience, whether or not they suffer social disapproval, isolation, or even death. Because principled thinking, the expression of individual conscience, and the assumption of personal responsibility for one's actions are central values in the history of Western civilization and in a liberal constitutional democracy, literature programs can make a significant contribution to civic education by offering students such works to read (Jones 1966). A good literature program should also expose young students to characters who exhibit such traits as courage, hope, optimism, ambition, individual initiative, love of country, love of family, the ability to laugh at themselves, a concern for the environment, and outrage at social injustice.

Literature about Other Peoples. Finally, literature programs can expose students to works about people who live in countries or societies that differ markedly from their own. Such works can help students understand why human beings, despite often vast cultural differences, value both personal freedom and social justice, and want liberal constitutional democracies for their own countries. Chinua Achebe's *When Things Fall Apart*, Alexander Solzhenitsyn's *Gulag Archipelago*, and Ignazio Silone's *Fontamara* and *Bread and Wine* are among those works that can broaden students' knowledge of diverse ways of living and the different problems people in other societies have encountered at the same time that they learn how similar most people are in their basic human needs and wants.

How Can Writing Instruction Develop Intellectual and Moral Autonomy? Writing instruction can help develop the intellectual and moral autonomy desired in a democratic citizenry in several ways.

Independent Thinking Through the Research Process. Teachers who assign research projects help their students develop some of the most important skills citizens need: how to seek answers to their own questions; how to locate, on their own, sources of needed information; how to evaluate their relevance and quality; and how to organize information and ideas for their own purposes (Stotsky 1991b). Regular experience with the research process is probably the best means for developing the intellectual habits that are basic to informed and responsible public discourse: open-ended inquiry, the use of both primary and secondary sources, independent reading, and critical thinking.

Ethical Aspects of Academic Writing. Writing instruction can also help students develop a conscious appreciation and use of the ethics of academic writing, which should underlie public and academic discourse (Stotsky 1991c). For example, students should learn as part of their academic writing that

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responsible writers do not quote other writer's ideas out of context; seek information on all points of view about a question; do not assume their readers will agree with their point of view without being given reasonable evidence; and present the results of their inquiry in a way that does not insult many possible readers.

Desirable Qualities in Communications to Public Officials or Other Citizens. Finally, writing teachers can help students learn about the major purposes for which citizens write — whether to public officials or to other citizens (Stotsky 1991d). Citizens may write to thank a public official for a good law she may have helped to pass, or by expressing sympathy to her for losing a re-election campaign. Citizens also frequently write to request information or help from their public officials. In addition, some citizens regularly gather and offer the public useful information or services, as does the League of Women Voters. Finally, citizens may write whenever they wish to other citizens or their public officials to criticize a public service and/or to advocate a position on a public issue, political party, or public figure.

If teachers are careful to observe certain professional guidelines (spelled out in Stotsky 1992), they can design a variety of classroom-based activities that give their students opportunities to participate as writers in local or national affairs (see Stotsky 1987 and 1990 for descriptions of participatory writing activities that teachers have carried out in elementary and secondary schools across the country). Indeed, teachers can help all students learn how to write succinctly, clearly, and courteously to public officials or other citizens, and with appropriate information to support their purpose for writing.

How Can Teachers Help Enhance the Quality of Public Discourse? Students should learn to see reading and writing as vital support for the most direct way that citizens can express themselves and participate in public life — as public speakers. Public speaking was the primary medium for participation in public affairs at the birth of democracy in ancient Athens, and even today public dialogue or argument is for most citizens the chief means for participating in public life. But too often public dialogue is little more than polarized or polarizing debate, with neither side genuinely listening to and learning from the other, as Ede (1991) found in an analysis of a local controversy. Language teachers can help enhance the quality of public dialogue by teaching their students how to engage in class discussions that require them to paraphrase as well as to respond to the points made by others (Katula 1991). They can especially advance the cause of improving civic discourse in this country if they teach their students certain strategies for public debate that derive from classical rhetoric: to avoid logical fallacies in developing their arguments; to construct arguments that respect the truth and demonstrate an understanding of, if not sympathy with, alternative positions; and to seek common ground in debates on controversial issues (Ede 1991; Katula 1991). Perhaps a basic speaking skill to develop in all students is their ability to generate their own questions about a topic they are studying (Stotsky 1987). All students must become active learners who know how to pursue their own curiosity and who can engage in independent critical thinking.

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Leadership in Civic Education

by Robert B. Woyach

In recent years, social studies educators have given serious attention to the apparent crisis of citizenship and the improvement of civic education in the United States. Insufficient attention, however, has been given to the place of leadership in civic education. Yet, youth leadership development is big business in the United States. Each year, over half a million high school students, along with a smaller but growing number of middle school students, participate in programs intended to encourage civic leadership and to develop leadership skills.

How Is Leadership Related to Citizenship? Leadership is one of the most studied but least understood of all social phenomena (Bennis and Nanus 1985). Yet, for most people the concept of "leader" is not complex. It evokes images remarkably close to the Middle English origins of the term: a figure who holds a position of authority and directs the actions of others by force of personality, if not birthright. This image sets leaders apart. It encourages people to think about the role of leader as something distinct from, and partially in opposition to, the role of citizen.

Yet, this authority-based, charisma-driven image of the directive leader has questionable relevance to both the theory and practice of democracy. Decades of studies on leadership have failed to uncover any meaningful set of physical or personality traits that make a person a leader. Indeed, in group settings the vast majority of people aspire to a leadership role regardless of their personality or interpersonal styles. In the United States, groups usually reject the leadership of people with highly directive (authoritarian) styles. We may hold feudal images of "leaders," but in practice, we prefer leadership that is non-elitist, decentralized, and participatory.

Our practice of leadership has enormous implications for the relationship between leadership and citizenship. In democracies, leadership is best understood as a dimension of citizenship itself, distinctive only in that it involves special competencies. In general terms, leadership involves the structuring and initiating activities that citizens must perform if groups (publics) are to organize themselves, establish goals and priorities, make decisions, settle conflicts, and in general accomplish their goals.

What Are the Essential Elements of Leadership? Debates abound regarding the best ways to develop leadership competence. At the same time, there exists considerable agreement regarding the essential elements of leadership development when it is viewed as a long-term process (Christensen and Woyach 1990). These elements include conceptual, motivational, ethical, and skill components, and clearly cannot all be achieved in a week-long or even a year-long program.

- **Motivation: Awareness and Empowerment.** One of the most basic goals of leadership development is to motivate young people to take personal responsibility for exercising leadership. For many programs this involves developing an awareness of social need on the one hand and self-esteem on the other. Young people need opportunities to connect to issues that concern them. They must see how individuals exercise leadership in these areas. Finally, they must be encouraged to see themselves in these leadership roles—to give themselves permission to lead.
- **Understanding Leadership: Role and Authenticity.** One of the most persistent inhibitors of leadership may be our elitist and directive images of leaders. Leadership development programs, therefore, must create new images of leadership. Young people need to learn what it is that leaders do. They need to understand what it means to structure and initiate group activity. They need to learn how to do these things in ways that reinforce democratic norms.

  An important issue that has received increased attention in recent years is the ethical dimension of leadership. Many people who are attracted to positions of leadership are attracted primarily to the personal rewards. Democratic leaders, however, must learn to balance the interests of self, group, and other wider communities of which the group is a part. Only if these interests are balanced will the individual be able to exercise leadership in an effective and authentic way.
- **Experience with Leadership: Skills and Competencies.** Finally, leadership involves doing, not just thinking. Effective leadership requires interpersonal skills and competencies that must be learned through experience and practice and through the assessment of successes and failures. In the final analysis, young people can only learn the skills of leadership if they are allowed to exercise leadership in meaningful ways.

What Are the Competencies of Leadership? Groups and communities depend on leaders to help them establish goals and priorities, make decisions, settle conflicts, maintain commitment, and generally to accomplish the work of the group. A model of civic leadership developed at The Ohio State University's Mershon Center summarizes the leadership role in terms of eight leadership competencies (Woyach 1992).

- **Shaping Visions and Goals—Envisioning.** The foundation of any group or community is its sense of common purpose and identity—its vision. Bennis and Nanus (1985) identify envisioning—the shaping of visions and goals—as the most basic and important of the leadership competencies. Actually envisioning is a complex task that requires the ability to identify needs and opportunities, put a purpose or mission into words, derive concrete goals from that vision, and engage other people in the process of shaping these visions and goals so that they become committed to them.
- **Helping Groups Make Decisions—Consensus Seeking.** Like individuals, groups need to make decisions. How group decision-making is structured affects not only the

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quality of the decisions, but also the commitment of members. Typically the best way for small groups to make decisions is through consensus. Consensus decisions ensure the maximum use of the group's knowledge. They also promote the greatest group commitment, since everyone has a stake in the outcome. However, building consensus can be difficult, requiring real skill on the part of leaders.

- **Resolving Conflicts—Negotiation.** Not all decisions can be made through consensus. Conflicts over goals and priorities can paralyze a group, destroying group solidarity and member commitment. Yet conflict is unavoidable. Thus all groups need skillful negotiators. The ability to resolve conflicts so that all parties feel they have won something can keep a group, or a community, from tearing itself apart.
- **Motivating Members—Creating Rewards.** No one remains committed to a group for long simply because he believes in its goals. Member commitment needs to be rewarded to remain strong, even if that reward is little more than a sense of satisfaction for having done some good. Groups depend on leaders to make participation a rewarding experience—that is, to ensure that appropriate rewards go to members in appropriate ways and at appropriate times.
- **Laying the Foundation for Outside Support—Creating an Image.** To achieve their goals, most groups rely on other people and other groups to provide things like money, meeting space, and a variety of other resources. Attracting this support depends on having leaders who are effective at image creation—at getting the group recognized in the larger community. Image creation is a complex process that involves identifying images that capture the essence of the group and its vision, creatively communicating that image through various media, and even getting the attention of people who control access to media.
- **Laying the Foundation for Group Power—Gaining Legitimacy.** A critical part of any group's image is its credibility. Unless a group is seen as legitimate—as being credible and having the right to work toward its vision—the group will neither be able to influence others or attract the resources it needs. Looking after the group's legitimacy requires leaders who understand the different sources of legitimacy, who know what makes the group legitimate with particular people, and who are skillful at creating and protecting the group's legitimacy.
- **Attracting Outside Support and Defending the Group—Advocacy.** Once groups are known to outsiders or begin to work in the wider community, they inevitably meet with resistance. Some people will disagree with the group's goals, or challenge the group's right to work toward them. At that point the group needs skilled advocates. They need leaders who can persuade the doubtful and hold the critics at bay.
- **Getting Support from Other Groups—Coalition Building.** Most groups find they must work with other groups at one time or another. Making groups of groups, or coalitions, succeed represents a major leadership challenge. Coalitions need leaders who know how to pick the right coalition partners, and how to nurture the intergroup relationship. Finally, they must know how to get the most from the relationship without compromising their own group.

What Is the Role of Schools in Leadership Development?

Attention to leadership in the formal curriculum of American schools is rare. Those few courses on leadership that do exist typically serve a narrow group of student leaders. In general, leadership development within the United States is largely an extra-curricular or co-curricular enterprise.

Nonetheless, American schools can and do play a significant role in leadership development. Studies of adult leaders clearly indicate that youth leadership experiences in school-based clubs and organizations play a significant role in encouraging and preparing youth for leadership as adults (Cox 1988). Moreover, while curricular programs on leadership are rare, the classroom experiences communicate a wide-array of messages about leadership. How leaders are portrayed in history courses influences students' understanding of the leadership role. The ways in which social issues are portrayed and the degree to which initiative is rewarded influence students' motivation to exercise leadership.

The role that schools have in providing opportunities for leadership development and in building students' image of leadership require schools to seriously consider how changes in schooling affect the development of the next generation of leaders. The decline of club programs in some schools, because of funding and scheduling problems, should be of concern to people interested in leadership development. On the other hand, trends toward site-based management offer intriguing new opportunities for involving students in the governance of the school community.

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Civic Education for Global Understanding

by Charles Titus

Preparation of young people for effective citizenship has been a major concern of American educators. Today, however, when the world has been made immeasurably smaller through revolutionary developments in communications and transportation, and as the planet is threatened by a constellation of transnational problems of staggering complexity, a different approach to citizenship preparation seems needed. This approach—which might be called civic education for global understanding—includes a renewed engagement with and dedication to the civic needs of our nation. It continues to involve "explicit and continuing study of the basic concepts and values underlying our democratic community and constitutional order" in the United States (Butts 1988, 184). It also incorporates, however, recognition that Americans are residents of a planet that has become a global village. This development requires our civic attention and action on a transnational and transcultural scale (Boulding 1988).

Why Do Americans Need Civic Education for Global Understanding? Plainly, American civic involvement needs restoration. Stuart Langton (1990, 305) has observed that post-modern life in the United States has created a number of "alienating conditions" which have become "barriers to healthy civic life today." These barriers, according to Langton, include an unending and rapid cascade of change, especially in the amount of information available and the speed with which it is handled; an enormous range of complex problems at local, national, and international levels; and confusion about "the amount of disinformation in advertising and public debate." Such factors contribute to an "apathy and consumerism" which numb Americans and induce in them a sense of helplessness "in the face of forces beyond their control."

This alienation has, according to Suzanne Morse (1989, 1), contributed to a continuing decline in the number of citizens who vote in public elections. Further, there has been troubling unfamiliarity of voters on key issues and problems when they do go to the polls. Serious societal dislocation such as crime, homelessness, and violence haunts America. These conditions call for renewed civic education about the structures and functions of American government and about a sense of community in America.

But beyond these very real demands for citizenship education devoted to the internal civic requirements of the nation, there exists, too, a need for a broader understanding that will equip young Americans to live effectively in the complex and interrelated world to which their country is inextricably connected. A host of transnational problems, including the disposal and regulation of nuclear weapons, the world-wide difficulties of environmental pollution, shortages of natural resources, and a rapidly emerging interdependent world economy, has in one way or another transformed the lives of almost all Americans. Our students need familiarity with what Elise Boulding (1988) has called a "global civic culture." That familiarity would help Americans recognize their obligations to their own nation and to the planet at large.

What Are the Components of Civic Education for Global Understanding? The first component involves educating young Americans about their nation's history and government, with emphasis upon the core concepts of democracy in the United States. The core concepts reflect content from four systems—political, legal, economic, and social—which when conjoined form the substance of democratic citizenship (Jarolimek 1990). This first component acknowledges American citizenship in a nation-state, which has its own history, traditions, culture, national identity, and national interests.

The second component sharpens student awareness that the responsibilities of citizenship extend far beyond national boundaries and recognizes that irreversible global changes are challenging long-standing conceptions of American civic education. It enhances a growing sense of a civic responsibility to the planet at large. This second component of civic education for global understanding involves "development of competent and responsible citizens whose perspective, knowledge, and skills will enable them to participate more effectively in local, state, national, and international affairs" (Branson 1989, 1).

What Are the Goals of Civic Education for Global Understanding? Included in the first set of goals is a revivified civic interest and increased participation in community and national affairs by citizens; an improved civic literacy which flows from a sound understanding of the fundamental structure and operation of the American governmental system (including the United States Constitution); and an ability to make reasoned, reflective decisions about public policy issues. A renewed appreciation of America's history and cultures is also included among these goals, as is a heightened respect for an understanding of the bedrock of the American political experience. Achievement of these goals will help insure that Americans maintain and improve the democratic framework which has sustained the United States since its founding more than two centuries ago.

The second set of goals encompasses an enhanced recognition by Americans that their obligations of citizenship extend beyond the nation's frontiers; that all people have a common identity as members of the human species; and that the plethora of conditions once categorized as national problems are now, or very soon will be, transnational problems that require a

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commitment to a "global civic culture" if they are to be solved (Boulding 1988). Also included among this second group of goals is a better understanding of this nation's changing international role in a post-Cold War world and knowledge of the expanding network of international connections which continues to tie nations ever more closely to each other. Meeting this set of goals will contribute to an enlightened recognition among Americans of the full range of this country's global connections and involvement.

How Is Citizenship Education for Global Understanding To Be Implemented? Implementation of a meaningful and effective civic education for global understanding requires changes from the way much civic education has traditionally been carried out. One change involves how we teach. As William T. Callahan (1990, 338) has commented, "[G]ood citizens are made not born. The repertoire of intellectual and interpersonal skills needed for effective civic participation must be learned, and to be learned well they must be practiced." The skills, which include the ability to help shape public judgment, are created by meeting, talking, and thinking with other members of the student's community inside and outside of the school.

Benjamin Barber (1992, 245-261) has outlined a model program of civic education at Rutgers University which teaches citizenship through a combination of schooling and community service. A similar program, with some modification, could be applied to secondary schools as well. Such efforts can help us renew our commitment to the national community through service to the local community.

Elise Boulding has described how much progress toward what she has called "a global civic culture" can be made through our individual participation in one or more "INGOs"—international non-governmental organizations, such as sister-city programs, Girl Scouts and Boy Scouts, sports associations, and other groups. Such participation can help to shatter our narrow, national encapsulation and expand our global understanding.

Implementation of civic education for global understanding calls for changes in the traditional approach to social studies subject matter as well. A revitalized history curriculum, which focuses on global connections in United States history (and there are many of these) can illuminate both our own past and our nation's continuing place in the world.

The study of geography is of paramount importance for it reveals where the resources of the world—human and non-human—are located and how they are related. It focuses on those geo-political factors which plainly will help shape our own history and the history of others; and it expands our knowledge of cultures beyond our own national boundary lines (Jarolimek 1990).

Economics too assumes a significant role in this new approach to civic education. Improved understanding of economics, particularly in terms of international trade and how such trade has been shaped by the development of manufacturing processes and wage and labor considerations in many countries, is of cardinal importance (Jarolimek 1990).

Achieving a new civic education for global understanding will be difficult. Many factors mitigate against it. These include the inertia induced by what has been called the "deep structure of American schools" (Tye 1992, 10) and resistance by some who, alarmed by the term "global," may see such efforts as a threat to national unity. Yet the future of American democracy depends in large part on how well the citizens of our nation gain the competence of citizenship needed to carry out their civic responsibilities, both here at home and in the world.

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Teaching Democracy in East Central Europe: The Case of Poland

by Richard C. Remy

The end of communism in East Central Europe has posed a challenge and an unprecedented opportunity for civic educators in the United States. As educational reformers in former communist countries have begun to build new civic education programs that will support democracy, they have turned, in part, to the United States for assistance in overcoming an imposing array of obstacles left by the long night of communist despotism. These obstacles include the lack of classroom instructional materials, teachers with little or no understanding of democracy and no training in appropriate pedagogical techniques, teacher educators who themselves are ill-equipped to teach about self-government, and educational administrators who have no professional training and little understanding of the implications of democracy for the operation of schools.

In response, some civic education projects involving cooperation among American and Central European educators are now underway in several countries in the region; more are needed. In Estonia, for example, the Jaan Tonisson Institute of Estonia and the International Foundation for Electoral Systems of the United States have been conducting seminars for teachers on core ideas of liberal constitutional democracy. In Hungary, civic educators from Syracuse University have been working with Hungarian colleagues on teacher training and curriculum-related activities.

One of the largest, most comprehensive projects is "Education for Democratic Citizenship in Poland" (EDCP), a cooperative effort of the Polish Ministry of National Education, the Mershon Center at The Ohio State University, and the Bureau for Civic Education in Local Control Schools at Warsaw, Poland. EDCP is often cited as a model of how to construct a long-term, multi-dimensional approach to civic education reform in the region. A closer look at EDCP provides some insights on what can be achieved and what American civic educators have to offer their colleagues in Central Europe.

Project Background. The EDCP Project began in February, 1991, when I visited Poland at the request of the Ministry of National Education to consult with officials and educators on a long-term plan for civic education. The plan we developed called for a set of distinct but related activities that would respond to specific, urgent problems identified by the Poles, such as the desperate need for new teaching materials. At the same time, we tried to design these specific activities so they would also contribute to several longer-term goals. These goals were to institutionalize civic education in all schools in Poland for the next decade, to contribute to a national dialogue among Polish educators on the meaning of democratic citizenship and civic education, and to build strong linkages between American and Polish civic educators.

After developing the plan, I returned to Poland in August, 1991 with OSU President Dr. E. Gordon Gee. We presented the Polish Minister of Education with a Proclamation pledging cooperation between Mershon and the Ministry on the project, Education for Democratic Citizenship in Poland. The Ministry made this project a priority and has covered most in-country expenses for Polish and American participants. For its part, the Mershon Center proceeded to secure American financial support for the EDCP Project from several U.S. government agencies and a private foundation, as noted below.

The Projects' Original Activities. The project on Education for Democratic Citizenship in Poland has carried out five major activities.

- **Curriculum Guide for Civic Education in Poland, funded by the National Endowment for Democracy (NED).** Twenty-five Polish educators working in Poland with American civic educators have developed a curriculum guide and support materials. The guide presents the rationale, goals, objectives, and content outlines for a primary school and secondary school civics curriculum. One supporting book presents 16 sample lesson plans illustrating topics and goals set forth in the curriculum guide. A second book consists of 36 readings on political life, citizenship, and human rights by prominent Polish social scientists and political activists. The readings provide background information on key topics set forth in the guide.
- **Primary School Civics Course, "Civic Education: Lesson Scenarios," funded by the United States Information Agency (USIA).** Polish educators in residence at the Mershon Center from September 1992 through February 1993 developed a civics course for Polish primary schools (grades 6-8) containing 82 lessons. Each lesson includes instructions for the teacher and materials for the students, such as case studies, decision trees, maps and charts, primary sources, and the like. The lessons are organized into seven units on such topics as "Principles of Democracy," "Human Rights and Freedoms," "The Free Market Economy," and "Poland and the World." The course has been approved by the Ministry of National Education as a replacement for previous courses.
- **Course for Pre-Service Teachers, "The School in Democratic Society," funded by The Pew Charitable Trusts.** Polish university professors in residence at the Mershon Center from September through December 1992 have prepared a detailed syllabus for a two-semester course on the principles of democracy as they apply to the organization and operation of schools. The syllabus is organized around seven topics including "Student Rights and Responsibilities," "Schools and the Local Community," and "The Role of Schools in a Democratic Society." The syllabus presents goals, detailed explanations, suggested

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readings, and sample teaching strategies for each topic.

• **A Network of Five Centers for Civic and Economic Education, funded by the National Endowment for Democracy (NED).** Five regional centers have been established in Warsaw, Gdansk, Krakow, Lublin, and Wroclaw. They are providing in-service training for teachers on the new civics course developed by the Project, creating libraries of resource materials, and conducting public education programs for children and adults.

• **International Conference on Civic Education, funded by the Polish Ministry, Mershon, USIA, and The Pew Charitable Trusts.** In December, 1993 prominent educators and scholars from across Poland met in Warsaw to critique and discuss the materials developed by the EDCP Project. Project materials were distributed. American civic educators participated as did representatives from non-governmental organizations and the ministries of education of Albania, Estonia, Latvia, Lithuania, and Romania, as well as a representative of the European Community.

Additional Activities Underway. Four new activities, not called for in the original plan for EDCP, have developed out of the original activities and are now underway.

• **Society for Civic Education, start-up funds from the Mershon Center.** Polish teachers are establishing a professional organization for primary and secondary school teachers and others interested in citizenship education. The new Polish Society for Civic Education plans to hold meetings, facilitate in-service training of teachers, sponsor instructional materials development projects, and so forth. In addition, the Society hopes to develop connections with similar organizations in other countries.

• **A Close-up Look at Polish Politics and Government - *Civis Polonus*, start-up funds from USIA and Mershon.** Polish educators have created a program that will annually bring students and their teachers from across Poland to Warsaw to meet government leaders and observe democratic political activities first-hand. A first for Poland, "Civis Polonus" (Polish Citizen), is modeled on programs like those conducted by the Close Up Foundation in the United States. The first program took place in July 1994 with students engaging in discussions with policymakers, visiting key institutions of national government, and participating in a simulation on the role of the Polish Senate.

• **A Book for Educators and Policymakers, start-up funds from the Mershon Center.** This book, *Civic Education for Democracy: Lessons from Poland*, will contain original essays, by Polish and American scholars and educators, analyzing the conceptual, educational, and policy implications of the EDCP project in light of the global democratic revolution. The book will contain chapters focused directly on the EDCP Project as well as chapters on issues related to teaching core ideas of constitutional democracy worldwide.

• **Research on Civic Education and Democratization in Poland, funded by the Mershon Center.** A multi-disciplinary team of Polish and American social scientists and educators have recently begun what is hoped will become a long-term civic education research program that will examine the impact of Polish efforts to establish new programs of citizenship education. Initial steps include analysis of existing Polish data sets on political socialization, the preparation of working papers on research methodology for assessing civic education, a small conference in Warsaw, and the preparation of case studies.

Directors and Participants. Dr. Richard C. Remy, the Mershon Center, and Dr. Jacek Strzemieczny, Director of the Bureau for Civic Education in Local Control Schools, co-direct the EDCP Project. Dr. Karimierz Slomczynski, Professor of Sociology at The Ohio State University and Warsaw University, and Dr. John J. Patrick, Professor of Education at Indiana University, serve as Chief Consultants.

In addition to teachers from across Poland, over 25 professors of education, political science, economics, philosophy, sociology, psychology, and history are involved in the Project. The institutions represented are The Ohio State University, Harvard University, University of Cincinnati, University of Maryland, Indiana University, Warsaw University, Krakow Higher Pedagogical Academy, and Jagiellonian University at Krakow.

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Mediation in the Schools

by David Keller Trevaskis

Concern about violence in the schools has made the study of conflict and conflict management an urgent matter for educators today. Mediation is one form of conflict management that is getting widespread attention in schools across America. Mediation involves a neutral third person, called a mediator, who assists the disputants in resolving their problem with the consent of all parties. It offers a risk free way to settle disputes for the parties involved in the dispute. No agreement, no deal.

How Should Schools Address the Problem of Violence? Conflict is a normal, natural part of everyday life. The word conflict has its roots in the Latin word *conflictus*, meaning "striking together." Despite the violent overtones of its Latin translation, conflict and violence are not synonymous. However, unresolved and lingering conflict frequently leads to violence, interfering with productivity and the quality of life in schools and the community. Extensive data illustrate that instances of violence, including bias-related violence and disciplinary problems in schools around the country, are severely interfering with the learning environment of students. Almost 300,000 high school students are attacked physically each month and one in five students in grades 9 through 12 carries a weapon to school (Meek 1992, 48).

The rising incidence of violence in the schools has led numerous school districts to implement a wide range of costly safety measures from purchasing metal detectors to hiring full-time police officers. Although such measures may limit violent acts in the schools, they do not attack the causes of violence and often serve only to move the violence elsewhere in the community. There is a growing, common-sense consensus that the best way to handle violence in the schools and prevent its spread throughout the community is to defuse disputes before they turn violent.

Schools have attempted to manage interpersonal conflicts among students, teachers, and administrators by various models of discipline, such as referrals to the principal's office, detention, suspension, and expulsion. Yet, it does not appear that these methods teach the students the problem solving and conflict resolution skills they need for life to resolve conflict in a productive, non-violent way. Dissatisfaction with traditional processes established to settle disputes has led educators and others to try new ways of conflict resolution such as mediation.

The rush toward conflict resolution in the schools is mirrored in society at large by a move away from the traditional litigation model of problem solving in the courts. Alternative Dispute Resolution (ADR) efforts, including court-based mediation programs, are expanding throughout the justice system. Mediation as an alternative means of dispute resolution has been around in various forms since the 1960s. It received national attention in 1984 when the National Association for Mediation in Education (NAME) was formed. NAME brought together educators and mediators working in neighborhood justice centers to consider how best to teach about mediation and conflict resolution. (For more information contact NAME, 205 Hampshire House, P.O. Box 33635, University of Massachusetts, Amherst, MA 01003-3635; (413) 545-2462.) The mediation effort in schools was also spurred by the development of local programs that have grown to national stature, such as the Community Board Program in San Francisco and the New Mexico Center for Dispute Resolution based in Albuquerque.

How is Mediation Being Used in the Schools? Peer mediation programs, where students are trained generally to resolve disputes involving other students, have been shown to be an effective means of resolving disputes in school settings. Success rates of 58% to 93% have been achieved at various sites where success was measured by whether an agreement was reached and maintained at the time of a follow-up evaluation (Lam 1988; Johnson, Johnson, and Dudley 1992). There is anecdotal evidence that students transfer the mediation techniques learned in school to settings beyond the classroom. Students have reported using their mediation skills to resolve disputes at home with their siblings and in their community with peers (Johnson, Johnson, and Dudley 1992, 97).

Both mediators and disputants benefit from the mediation training and conflict resolution process. Students who are taught the skills of mediating disputes learn political skills which can be used beyond the classroom. Student mediators learn to listen effectively, summarize accurately, and think critically. Further, they develop skills on how to solve problems, to lead, to write, and to foster meaningful discussion among disputants. Since mediation seeks to solve a dispute and prevent its recurrence, student mediators learn to plan for the future. They learn about responsibilities as well as rights, about consequences as well as choices.

Disputants involved in mediation also learn many of these same lessons. More importantly, maybe for the first time in their lives, they learn non-violent ways that they can choose to resolve their conflicts. They learn that they can succeed at resolving conflicts peaceably, that they can resolve problems without resorting to violence. They also develop a capacity to empathize with others.

This creates a "chicken and the egg" element to bringing mediation programs into schools. Do you begin by teaching everyone the skills of conflict resolution, or do you begin by training a small group of peer mediators? Either approach may

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be used at the start of a program, but there is a need to eventually teach everyone in the school community the skills involved in mediating disputes, so that the broader goals are achieved. Success of peer mediation should be studied in terms of broader issues of changing ways of thinking about and responding to conflict as well as specific improvements in school discipline and student behavior.

At the elementary school level, mediators generally work in teams on the playground, in the lunchroom, or in the classroom. Intervention is often immediate, with the mediators coming up to the disputants and asking if they would like to try to settle their problems. If they agree, the mediators and disputants move to a clear area and begin the mediation process. If the disputants refuse to participate, the mediators move on. Their job is to help parties resolve their disputes, not to police the area.

At the secondary level, peer mediators often have cases referred to them for mediation. These mediations take place in more formal settings, such as an empty office or classroom set aside for the mediation program.

Checklist for Mediation. Trained mediators follow a simple procedure, such as the model outlined below from the American Bar Association (Wolowiec 1984, 16):

Part I. Introduction
1. Have participants introduce themselves.
2. Explain the mediator's role.
3. Explain the ground rules. An example of a good ground rule is: Respect each other.
4. Explain steps of mediation.
5. Ask for any questions before you begin.

Part II. Telling the Story
1. Both parties tell their side of the story to the mediator.
2. Summarize both parties' side of the story.
3. Make sure *you* understand the conflict.
4. Make sure the parties understand the conflict.

Part III. Identifying Facts and Feelings
1. Parties tell their side of the story to each other.
2. Bring out facts and feelings of what the parties say.
3. Have parties change roles.
4. Summarize the facts and feelings of both sides.

Part IV. Generating Options
1. Ask both parties how they can solve the problem.
2. Write down all solutions.
3. Check off only the solution(s) that both parties can agree to.

Part V. Agreement
1. Use only the solutions that both parties agree to.
2. Write the contract up in parties' own words.
3. Everybody signs it.

Part VI. Follow-Up
1. Explain how follow-up works.
2. Remember to thank the people for being there and for letting the mediation service help them.

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Teaching about Landmark Dissents in United States Supreme Court Cases

by Robert S. Leming

Since the Marshall Court in the early nineteenth century, the U.S. Supreme Court has issued a single opinion indicating its decision in a case. The Court disposes of each case it reviews by majority rule (typically either affirming or reversing) and provides a rationale for its decision. The disposition and rationale are both critical elements of the Court's decision. In providing reasons for its decision, the Court may offer constitutional interpretations which have a significant impact on American law and society. Moreover, what often makes Court cases compelling as human drama is that they typically involve real people engaged in disputes which have been brought to the justice system for resolution. This is the "disposition" of a case.

In cases where some justices do not agree completely with the Court's decision, they may write or join concurring and dissenting opinions. In "concurring" opinions, justices agree with the majority regarding the outcome of the case, but disagree, in some way, with the reasons that support the outcome. In "dissenting" opinions, justices disagree with the outcome of the case and present rationales for their views. Justices offer reasons for their decisions based upon their understanding of law, history, and policy.

Unlike the Court's majority opinions, dissents have no legal force. Typically, they simply provide justices disagreeing with the majority an opportunity to express their dissatisfaction with the outcome and explain their disagreement. Nevertheless, dissenting opinions can have a greater impact. For instance, they might encourage federal legislation to reverse or limit the Court's decision. Moreover, dissenting justices may hope to influence, ultimately, the Court itself in future decisions. While the Court typically follows its own precedents in deciding cases (under the established judicial principle of *stare decisis* or "let the decision stand" in Latin), it has, on occasion, overturned or significantly modified its own earlier decisions. In exceptional cases, dissents have attained landmark status in American legal history in that they influenced subsequent reversals by the Court or otherwise have come to articulate revised opinions of the Court on significant matters of constitutional interpretation and public policy.

Infusion of Landmark Dissents into the Curriculum. Landmark dissents, those which influenced subsequent Court decisions, should be included prominently in United States history and government courses. Notable examples are the dissenting opinions in *Plessy* v. *Ferguson* (1896), *Olmstead* v. *United States* (1928), *Minersville School District* v. *Gobitis* (1940), and *Betts* v. *Brady* (1942).

One of the most influential dissents was crafted by Justice John Marshall Harlan in the 1896 case of *Plessy* v. *Ferguson*. Homer Plessy, acting on the behalf of a Louisiana Citizen's Committee formed to protest laws established to keep blacks and whites separate, bought a first-class ticket on a Louisiana train. Plessy, who had one great-grand parent of African descent, boarded the train and sat in a railroad car reserved for whites only, ignoring the coach marked "colored only." After refusing to change seats, Plessy was arrested for violating the Separate Car Law requiring separate railroad seating for blacks and whites.

The central issue in this case involves the question of whether or not the state law requiring separate railroad accommodations violated the 13th Amendment's outlawing of slavery or the 14th Amendment's guarantee of equal protection of the laws for all citizens. The Supreme Court ruled against Plessy, holding that the "equal protection of the laws" clause of the 14th Amendment allowed "separate but equal" facilities for blacks. The Court also ruled that the Separate Car Law did not violate the 13th Amendment's ban on slavery.

The lone dissent in *Plessy* was written by Justice John Marshall Harlan who wrote, "But in view of the Constitution, in the eye of the law, there is in this country no superior class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law." Justice Harlan, who had been a slave owner from Kentucky, warned future generations against the evils of giving a legal sanction to class distinctions.

In 1954 the Court, in line with Justice Harlan's dissent, finally ended over 50 years of "separate but equal" legislation with the *Brown* v. *Board of Education* ruling which struck down laws that enforced racial segregation in public schools.

In the 1928 U.S. Supreme Court case of *Olmstead* v. *United States*, decided by a 5-4 vote, Justice Louis Brandeis' dissenting opinion argued for a constitutional right to privacy and warned future generations about the advancement of technology and its possible intrusion into constitutionally protected areas. In 1924, Mr. Ralph Olmstead stood accused of violating the Volstead Act (1920) which outlawed the transportation or sale of alcoholic beverages anywhere in the United States. The evidence against Olmstead was gathered through the use of electronic wire-tapping of Olmstead's office and home. Olmstead claimed his Fourth and Fifth Amendment rights had been violated. Olmstead believed the search of his house and office was illegal and that his conversations should not be used to self-incriminate him in court. The U.S. Supreme Court, however, did not agree with Olmstead. Chief Justice William Howard Taft argued that the search of Olmstead's property did not violate the Fourth Amendment's protection against unreasonable searches and seizures because the police did not physically enter Olmstead's house or office and

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seize physical evidence. Rather, the police overheard telephone conversations over "...wires reaching into the whole world from the defendant's house or office."

Justice Louis Brandeis, one of four justices dissenting in this case wrote, "The progress of science in furnishing the Government with means of espionage is not likely to stop with wire-tapping. Ways may some day be developed by which the Government, without removing papers from secret drawers, can reproduce them in court, and by which it will be enabled to expose to a jury the most intimate occurrences of the home." Justice Brandeis further argued that the "right to be let alone" was the most important right available to mankind.

Forty years later the U.S. Supreme Court embraced Brandeis' opinion in the 1967 *Katz* v. *United States* case which overturned the *Olmstead* decision. The *Katz* decision (7-1) concluded that wiretaps and other types of electronic surveillance were unconstitutional because they violate an individual's right to be protected against unreasonable searches and seizures.

In 1940, the Court decided the case of *Minersville School District* v. *Gobitis*, which upheld a flag salute requirement for students attending a public school. Two students, Lillian and William Gobitis, were members of the Jehovah's Witnesses faith, which believed that saluting the flag was a crime against God. They were expelled from school for not saluting the American flag. The Court, in its 8-1 decision, argued that religious freedoms must yield to state authority as long as the state was not directly restricting or promoting religion. Justice Harlan Fiske Stone dissented, arguing that religious freedom was outside the jurisdiction of the government. Three years later, in a 6-3 decision, the Court reversed itself in *West Virginia State Board of Education* v. *Barnette*. The decision was reversed, in part, because Justice Stone had become the Chief Justice and two new members had joined the Court.

In 1942, Justice Hugo Black dissented in the *Betts* v. *Brady* case, decided 6-3, by arguing that defendants in state courts should have the same right to counsel that defendants do in federal courts. Justice Black's dissent relied on his own opinion in an earlier case, *Johnson* v. *Zerbst* (1938), when he wrote, "The Sixth Amendment stands as a constant admonition that if the constitutional safeguards it provides are lost, justice will not 'still be done.' It embodies a realistic recognition of the obvious truth that the average defendant does not have the professional legal skill to protect himself when brought before a tribunal with power to take his life or liberty." The Court, however, rejected Black's argument, refusing to extend the right of counsel to defendants in noncapital felony cases at the state level.

Justice Black's opinion became the majority view in 1963 when the Court overturned *Betts* in *Gideon* v. *Wainwright* in a 9-0 decision. In *Gideon* the Court ruled that the Sixth Amendment, as applied to the states by the Fourteenth Amendment, required that indigent defendants charged with serious offenses in state criminal trials must be represented by counsel.

Instructional Strategies for Teaching Dissents. A moot court simulation is a very exciting method that involves students in a role play of the United States Supreme Court. Students are exposed to the opinions developed by the Supreme Court Justices and are given the opportunity to develop their own arguments and express them in written and oral forms. A moot court simulation allows for historical connections to be made between cases and their effect on the American judicial system and American society.

Another effective instructional strategy is the case study method, in which students are encouraged to carry out the following steps: review the background information and the facts; determine the main issue(s); examine different arguments on the issue; consider the decision (with majority and minority opinions) and legal reasoning; and assess the implications and historical significance of the case.

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National Standards for Civics and Government

by Charles F. Bahmueller

It has been recognized since the founding of the American republic that education has a civic mission—to foster the development of informed, responsible, and humane citizens who participate in democratic governance and are committed to the values and principles of constitutional democracy as practiced in the United States. In this view, the well-being of a free society ultimately depends on the character of its citizens—on their moral and civic capacities and virtues, on their willingness to fulfill their roles competently as the ultimate arbiters of the purpose and direction of the body politic of which they are members. To help achieve these goals, voluntary National Standards for Civics and Government for students in kindergarten through twelfth grade have been developed by the Center for Civic Education. More than three thousand teachers, scholars, parents, elected officials, and representatives of business and industry contributed to the Standards' development.

The Standards are organized around five central questions dealing with the following subjects: (1) the nature and necessity of government, (2) the foundations of American constitutionalism, (3) the functioning of American government and the place of democratic values and principles within it, (4) America's relations with the world, and (5) the roles of the citizen. Each of the five questions is followed by a statement which summarizes the standards that follow and presents reasons why citizens should be knowledgeable about them.

The first of the five overarching questions: What are civic life, politics, and government? Students should know why politics and government are necessary and integral elements of any society. There are various views about why this is so. Aristotle believed that political society is the result of a natural process; others argue that government is necessary because without it people are unable to reach goals or deal with many common problems, such as the national defense or the regulation of domestic and international commerce.

This standard also asks students to think about the purposes of government. Some governments seek to protect certain individual rights; others pursue such purposes as achieving a religious vision or promoting a secular utopian ideology. Students should see that the purposes adopted for government affect the relationships between the individual and government, and between government and society as a whole. Thus, the purposes served by the government determine whether a society is or is not free.

The standards also emphasize the importance of constitutions and constitutionalism, beginning with the nature and purposes of constitutions. The Standards ask students to distinguish between limited or constitutional government and unlimited government, and between constitutions that are operational and that merely are facades for despotic regimes. Students should know what "the rule of law" means, and why it is a characteristic of limited government. They should also know that limited government protects, within legal boundaries, an autonomous, spontaneous, and self-organizing social sphere known as "civil society," and they should understand how civil society can maintain limited government. Further, students should understand the relationship of limited government to political and economic freedom. They should know what conditions are required for constitutional government to flourish. Finally, students should be aware of alternative ways other countries organize constitutional government.

The second of the Standards' five principal questions: What are the foundations of the American political system? Students are asked to consider the basic ideas of American constitutional democracy. The American idea of constitutionalism, for example, is that legitimate government is limited both in its purposes and the means employed to pursue these purposes. Students are asked to explore the intellectual and political background to these ideas from Magna Carta (1215) onward, including the development of popular sovereignty and the idea of constitutions as "higher law." Students should also understand how the Constitution has shaped the character of American society and what the distinctive characteristics of American society are. In addition, students are to understand the character of American political culture, the unique features of national identity and political life.

Students are to understand two strands of civic values central to the American founding and influential thereafter. They are classical liberalism, which emphasizes the protection of individual rights as a central purpose of government; and classical republicanism, which emphasizes the primacy of civic virtue and the common good. Students are also to understand that conflicts arise among these values. Private rights, for example, may conflict with prevailing conceptions of public good. They should realize that there are disparities, sometimes important ones, between American ideals and their realization.

The third central question: How does the government established by the Constitution embody the purposes, values, and principles of American democracy? The Standards ask students to consider the ways and means the Constitution's framers devised to curb the potential abuse of power. The Constitution limits power by dispersing it. Federalism disperses power by creating several layers of government. Further, power is separated and shared through a complex system of checks and balances in which each branch of government shares some powers of the others so that none is unchecked.

Charles F. Bahmueller is a political philosopher at the Center for Civic Education. He was the general editor of *CIVITAS: A Framework for Civic Education* and a co-developer of the *National Standards for Civics and Government*.

It is essential that students grasp the basic functions and organization of the institutions of government. They should know what the major responsibilities of the federal government are in domestic and foreign policy, and how state and local government are organized and discharge their responsibilities. Because state and local government provide most of the services citizens receive and are often most accessible, citizens should be knowledgeable about them.

Citizens should understand the function of law in a free society and its place in the American system. They should see how the federal structure of American government provides numerous opportunities to influence the making and executing of law. In viewing this complex process, they should understand what public opinion and the public agenda are, and how political communication via the mass media affect them. Finally, citizens should have some knowledge of political parties, campaigns, and elections in the political system; and they should know something about the many interest groups in American politics.

The fourth central question the Standards address: What is the relationship of the United States to other nations and to world affairs? To meet these standards, citizens must first understand how the world is organized politically; that is, how it is divided into nation-states, and how these nation-states interact. They should also be able to identify the roles of major governmental and nongovernmental international organizations.

Secondly, citizens need an understanding of the history of American relations with the world. They should know how domestic politics and constitutional principles affect the nation's role in the world. They should know how American foreign policy is made, and the means and ends of foreign policy. For example, they should be able to explain the idea of the national interest, as well as the influence of constitutional values and principles on foreign policy. Finally, they should have a grasp of the reciprocal influence of the United States of America and other nations.

The fifth and final question addressed by the Standards: What are the roles of the citizen in American democracy? This is the culmination of the document and focuses upon the ideal outcome of civic education. Democratic citizens are *active*; "democracy is not a spectator sport." If they are to consent to their roles, citizens must know what citizenship is, what their personal, political, and economic rights are, and what responsibilities those rights entail. Among these responsibilities are voting in public elections and otherwise participating in civic life as a volunteer in community organizations, and as a constructive critic of public institutions, officials, and policies.

A key section of the Standards emphasizes how citizens take part in civic life. To understand the life of citizenship, they must be adept at civic arts and know the avenues available for participation. They need to understand the difference between social and political participation, and grasp such notions as the distinction between civil disobedience and revolution or rebellion. Above all, they must see how democracy depends upon attentive, knowledgeable, and competent citizens who care about their fellow citizens and their country.

The *National Standards for Civics and Government* is available from the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467. Call toll free, 800/350-4223 or FAX: 818/591-9330. You may order 1-9 copies for $12.00 per copy. Ten or more copies are $11.00 per copy. Add 10% for shipping and handling costs.

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Civic Education Through Service Learning

by Brian Garman

Effective democracy requires a healthy balance between civic rights and obligations. Most Americans appear to be well informed of and eager to protect their civic rights, but too many lack commitment to their civic obligations for the proper functioning of a constitutional democracy.

The Decline of Responsible Citizenship. In recent decades, there has been a disturbing decline in the willingness of America's youth to participate in service to the community or nation. According to "People for the American Way" (1989, 51-97), there are five major reasons why young Americans are reluctant to serve.

The first is lack of time. Students complain that too many demands are placed on them, such as competing for good grades, needs for after-school jobs, athletic commitments, and family obligations, which leave little time for other endeavors. A second reason often cited by students is the lack of parental encouragement. When parents do not have time to devote to Boy Scouts, community projects, or the American Heart Association, their children do not have role models for civic service. We are often asking students to perform services that are beyond their realm of experience and therefore completely foreign to them. According to some experts, however, perhaps the greatest reason is that we simply do not ask young people to get involved. We incorrectly assume that youngsters will seek opportunities to serve and disregard their need to be invited.

The final two reasons identified by this study involve the perceptions of youth toward democracy. Many young Americans do not understand the obligations of the citizen in a democratic society. They are well aware of their personal rights and freedoms, but are sadly ignorant of their duties. Finally, most youth have too little faith in our political institutions and leaders and in their ability to bring about positive change.

Morris Janowitz (1983) takes a slightly different approach to the question of why youngsters are reluctant to serve by suggesting that most have been conditioned to act on their own narrow self-interests. They perceive national and community service as contrary to their own personal economic goals and as a restrictive environment that infringes upon their quest for personal pleasure. Civic education must work to reaffirm the beliefs of young Americans that self-interests are always deeply rooted in community and nation, and that serving one's nation and community also serves oneself.

Service Learning: A Possible Remedy for the Decline of Responsible Citizenship. There is an ancient Chinese proverb which states, "Tell me, and I will forget. Show me, and I will remember. Involve me, and I will understand" (Seigel and Rockwood 1993, 67). Service learning seeks to implement this wisdom by involving young people in community service projects that are coordinated between the school and community. These projects are integrated into the academic curriculum and designed to support civic education. This allows students to use experience in the community as a basis for critical reflection in the classroom about the nature of democracy. Lessons in the classroom become a basis for examination of the citizen's role in the community.

Proponents of service learning believe the factors that discourage youth service would be eliminated if youngsters were given the opportunity to experience service in a carefully controlled and meaningful environment. If young persons had this opportunity, they would come to understand that citizenship requires a balance between giving and receiving. They would learn to appreciate democracy as a social compact in which the members of society mutually care for each other, their community, and their nation. Youngsters would become empowered contributors along with adults in improving their community and nation. When young people are given such opportunities, participatory citizenship becomes what Alexis de Tocqueville referred to as "habits of the heart" (Democracy In America, 1835).

The Long-Term Benefits of Service Learning. The experiences of students who are involved in service learning programs benefit the school, community, and young people. Service learning helps to build community support for education. When programs are developed collaboratively by the community and the school, citizens begin to see that schools are responsive to the needs of the community, and a sense of community ownership and pride are nurtured.

Service learning also facilitates a closer bond between school, community, and home. Through community projects, parents are more easily drawn into the educational process. Community service provides an easily accessible forum which serves to encourage parental involvement in the education of their children. Parents who often feel alienated from the normal academic routine of school find a more comfortable common ground upon which they can become involved. As a result, parents become part of the educational process and begin to share accountability for their children's education along with the school, thus strengthening the educational process.

Further, the community is benefited by service learning because students are endowed with a sense of civic efficacy, the attitude that they should, can, and will have an impact on civic affairs. Young people become more aware of the balance between rights and responsibilities as citizens of a democratic community, and as a result they are more likely to act upon this awareness in ways that benefit the local community and nation.

Many students discover a renewed sense of meaning in

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education when they are able to examine first hand the community's social problems, or participate in the operations of local government. Finally, the infusion of community service into the curriculum leads to "an increase in student achievement and a significant decrease in rates of truancy and vandalism" (Massachusetts Department of Education 1986, 5). Service learning helps students to see the value of education through direct experiences in the community, and the process develops more positive attitudes toward school and education in general.

How to Structure an Effective Service Learning Program. There are several key elements in an effective service learning program. The initial task is to develop clearly articulated goals that can be achieved through a reasonable degree of effort. It is of vital importance that students involved in community projects achieve success.

Secondly, the project must be of real consequence to the community and be perceived by students as fulfilling a real need. It is important that students feel that they are trusted with important tasks and are not simply being patronized. It is strongly urged that the school and community work together closely during the early stages of development. A task force may be assembled or community meetings held to determine the real needs of the community and form consensus about what projects may or may not be appropriate. It is very important to get community members involved and keep them informed at a very early stage, for their later support will be of vital importance to the success or failure of the program.

Other important keys to success involve the student-centered aspects of a service learning project. Perhaps the most important component, with respect to the student, is that the project be developmentally appropriate. Organizers must try to ensure that projects which require a higher level of maturity or intellectual ability are avoided for younger children. In contrast, projects that are puerile or not intellectually stimulating are to be avoided for older students. It is also important that students are involved at the initial stage of any project and that a visible or tangible result or product can be recognized. It is important that students be able to experience the positive self-esteem and self-worth that results from successful completion of a project.

The final key ingredients involve the connection between community service projects and the school. One of the unique components of service learning is the interconnection of community experience and classroom work. Once community projects have been identified, community members, administrators, teachers, and students must develop a curriculum to address the specific needs of the projects. Service learning depends heavily on the continuous connection between classroom learning and real world experience. As Benjamin Barber emphasizes, "Community service can only be an instrument of education when it is connected to an academic learning experience in a classroom setting" (1992, 254).

When developing the supporting classroom curriculum, teachers must lead the way. Therefore, teachers and all supporting school personnel must be provided with extensive pre-service and staff development opportunities. Service learning is a fairly new movement in civic education, but ample literature and qualified educators are available, which ensures that the staff can be prepared to develop a solid curriculum.

Finally, constant re-evaluation of the program's success is essential. The entire content of the program should be extensively reviewed annually to determine whether the original intent and goals of the program are being achieved.

Aristotle once wrote, "We become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts" (MacNichol 1993, 9). Likewise, we become good citizens by practicing the art of good citizenship. Service learning provides the practice that will renew civic commitment to our community and nation, thereby strengthening American democracy.

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ESSENTIALS OF LAW-RELATED EDUCATION

Essentials of Law-Related Education: A Guide for Practitioners and Policymakers is a statement of the goals and content of law-related education (LRE). Developed by the American Bar Association's Special Committee on Youth Education for Citizenship in 1995, *Essentials of Law-Related Education* concentrates on four areas: (1) subject matter and concepts; (2) instructional strategies and contexts; (3) skills; and (4) attitudes, beliefs, and values. Together, they provide K-12 students with active learning experiences that enhance their ability to explore rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. This digest summarizes the original *Essentials* document.

LRE has been defined as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based" (Law-Related Education Act of 1978). LRE is typically understood to foster the knowledge, skills, and values that students need to function effectively in our pluralistic, democratic society based on the rule of law. Law-related educators strive to develop the active citizens our society requires: those who can understand, live in, and contribute positively to the civic communities to which they belong.

Law saturates our lives irrespective of age or setting. Consequently, LRE focuses on real issues that affect real people in real situations. Through LRE, educators seek to elucidate essential concepts—including law, power, justice, liberty, and equality—fundamental to our constitutional democracy and to the structure and functioning of other societies. LRE enables educators to teach how the law and legal issues are essential to the functioning of politics, culture, and society. In so doing, it explores how the law affects students and how they, in turn, can affect the law. LRE strives to illuminate the substantive and procedural values underlying our legal system, fostering the formation of beliefs and attitudes that support such values.

What Subject Matter Is Essential? Concepts central to LRE include law, justice, power, equality, property, and liberty. Through LRE, teachers can teach what abstract concepts such as "liberty" actually mean through examination of specific contexts and practices. For example, they can help students understand "liberty" by giving them opportunities to learn about liberties guaranteed under the U.S. Constitution. With that knowledge, students can become aware that such liberties can still be the source for continuing controversies in contemporary society, such as when individual liberties conflict with majority values or public policy priorities.

The relationship between citizen and society is essential to LRE, which should illustrate significant connections between students and larger communities, such as town, nation, and world. Some law-related educators might focus primarily on law that affect the daily lives of all people, including criminal and civil law. Others might concentrate on fundamental legal concepts and principles, including their origins, evolution, and contemporary influence and impact. Still others might stress the application of LRE principles and skills in specific real-world situations, both personal and civic. LRE instruction should recognize that government use of power and authority can bring both order and the risk of abuse. Law-related educators might help students understand that the Constitution limits governmental power by separating, and sharing it. Educators might also ask students to ponder the relationship between power and law, considering such topics as civil disobedience, conscientious objection, capital punishment, and victimless crimes.

LRE emphasizes the role of due process of law as essential to justice in our system of governance. Teachers might focus on justice through civil, criminal, and juvenile law, or through such topics as mercy killing or cruel and unusual punishment. In dealing with equality, teachers might have students study issues of racial or gender discrimination, voting rights, or affirmative action. In so doing, students will be able to reflect on the difference between equal opportunity as a constitutional ideal and as a day-to-day reality.

How and Where Should LRE be Taught? Law-related educators should require students to participate actively in their own learning. For instance, by using role play in the classroom, teachers can encourage students to voice diverse opinions about legal issues. By having students compare and contrast several court decisions on one issue, teachers can encourage students to address judicial decisions in historical context, assess the role of precedent, and comprehend the nature of historical and social change. In helping students stage mock trials, teachers can enable students to experience the judicial process.

The classroom that best fosters LRE is student focused. The ideal LRE classroom acts as a forum where students can freely

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Adapted by Robert S. Leming, Director of the Indiana Program for Law-Related Education of the Social Studies Development Center, Indiana University.

discuss conflicting ideas. In drawing such ideas from a cross-section of subjects, teachers give students a taste of the complexity of legal issues. LRE classrooms should have diverse, high-quality resources that provide students with the information they need while conveying the fact that different people can legitimately and reasonably have different opinions and perspectives on issues. Enlisting LRE professionals (lawyers, law-enforcement professionals, judges, scholars, for example) from the community as human resources for in-class and out-of-class instruction is an essential means by which LRE meets students' needs in these respects.

LRE does not need to be restricted to one class, course, or subject area. The constellation of values, knowledge, and skills that comprise LRE can be woven throughout the school curriculum beginning in the primary grades. Effective LRE programs should consist of carefully planned, integrated, sequenced, and cumulative instructional experiences. For instance, beginning with the early grades, LRE might emphasize fundamental concepts and values such as justice, liberty, and equality. In later grades, such concepts and values can be addressed through examination of more complex issues and dimensions of our shared constitutional ideals, and their national and global implications.

What Skills Should LRE Foster? Law-related educators should help students develop the skills needed to acquire information about the role of law in constitutional democracies and other societies and how it is connected to their lives; how they can communicate their ideas, beliefs, and opinions about the law and legal issues; and how they can actively and constructively participate in group or broader civic affairs. Thinking skills developed in LRE include analyzing and interpreting judicial opinions and other legal documents; developing a capacity for understanding when and how laws apply to specific fact situations; critically assessing laws and legal issues; and developing a capacity for understanding and evaluating controversies and conflicts arising from legal issues. LRE also develops students' communication and social participation skills, including persuading others regarding beliefs and actions related to the law; participating collectively in making rules and setting goals; building consensus through deliberation, negotiation, compromise, and conflict resolution; and working cooperatively to make decisions and take actions concerning hypothetical or actual legal and law-related social issues.

What Attitudes, Beliefs, and Values Should LRE Foster? LRE does more than provide students with information about the law and legal issues while developing essential skills. It also cultivates certain attitudes, beliefs, and values in students as both essential preconditions for, and outcomes of, students' understanding in LRE. These essential attitudes, beliefs, and values include a commitment to constitutional democracy; dedication to the ideal of justice in society; informed, active, and responsible participation in civic life; respect for the fundamental dignity and rights of humans; and appreciation for legitimately resolving societal conflicts and differences. LRE helps students understand both how law reflects and shapes collective values, beliefs, and dispositions and, in turn, how collective values, beliefs, and dispositions reflect and shape law. In so doing, LRE also helps students understand how law can and has promoted social cohesion and effected social change.

How Can You Obtain *Essentials of Law-Related Education?* *Essentials of Law-Related Education* can be obtained by writing to the ABA/YEFC, 541 North Fairbanks Court, Chicago, IL 60611-3314 or by calling 312/988-5735. The price per copy is $3.00 + $2.00 s/h; orders should be prepaid.

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Civic Education for Constitutional Democracy: An International Perspective

by John J. Patrick

The ideas of liberty, democracy, and constitutionalism have risen to global prominence in the 1990s, as major bastions of totalitarian communism have crumbled and collapsed. In various parts of the world, from Central and South America to Central and Eastern Europe, newly empowered citizens have tried to build democratic foundations for their nation-states. And in their daunting pursuit of the "blessings of liberty," they have understood that new curricula for their schools are as important as new constitutions for their governments. Among other educational goals, they have recognized that schools must teach young citizens the theory and practices of constitutional democracy if they would develop and sustain free societies and free governments.

Regardless of their differences in history, culture, and resources, all people interested in teaching constitutional democracy authentically and effectively must address general educational elements pertaining to civic knowledge, civic skills, and civic virtues. These basic categories of civic education may be treated variously by educators of different countries. But there are certain themes within each generic category that are international and transcultural. They are the criteria by which we define civic education for constitutional democracy. These defining characteristics or standards must NOT be avoided or violated by anyone who would teach authentically the knowledge, skills, and virtues of civic life in a constitutional democracy dedicated to liberty.

Essential Civic Knowledge. The first objective of civic education is to teach thoroughly the meaning of the most basic idea, so that students will know what a constitutional democracy is, and what it is not. If students would be prepared to act as citizens of a constitutional democracy, they must know how to distinguish this type of government from other types. The label constitutional democracy has often been used by regimes with showcase constitutions proclaiming popular governments and individual rights, which have meant little or nothing to the regimes' victims of tyranny. The so-called "people's democracies" of former communist countries are tragic twentieth-century examples of the bogus use of a political label.

Through their civic education in schools, students should develop defensible criteria by which to think critically and evaluate the extent to which their government and other governments of the world do or do not function authentically as constitutional democracies. A few key concepts necessary to a deep understanding of constitutional democracy must be taught and learned, such as the rule of law, limited government, representative government, individual rights, popular sovereignty, political participation, and civil society. Students must learn how these key concepts of democratic political theory are institutionalized and practiced in their own country in comparison to other nation-states of the world.

Finally, students must pursue inquiries about the transnational, generic, perennial problems of any constitutional democracy: how to combine liberty with order, majority rule with minority rights, and private rights with the public good. They must understand that a constitutional democracy will fail (1) if the government has too much power or too little power and (2) if the government overemphasizes majority rule at the expense of minority rights or vice-versa. How to practically and effectively address these dilemmas is the ultimate challenge of citizenship in a constitutional democracy and the determiner of the political system's destiny.

Essential Civic Skills. Core knowledge must be applied effectively to civic life if it would serve the needs of citizens and their *civitas*. Thus, a central facet of civic education for constitutional democracy is development of intellectual skills and participatory skills, which enable citizens to think and act in behalf of their individual rights and their common good. Intellectual skills empower citizens to identify, describe, and explain information and ideas pertinent to public issues and to make and defend decisions on these issues. Participatory skills empower citizens to influence public policy decisions and to hold accountable their representatives in government.

The development of civic skills requires intellectually active learning by students inside and outside the classroom. Students are continually challenged to use information and ideas, individually and collectively, to analyze case studies, respond to public issues, and resolve political problems.

Essential Civic Virtues. A third generic category of democratic civic education pertains to virtues. These are traits of character necessary to preservation and improvement of a constitutional democracy. If citizens would enjoy the privileges and rights of their polity, they must take responsibility for them, which requires a certain measure of civic virtue.

Civic virtues such as self-discipline, civility, compassion, tolerance, and respect for the worth and dignity of all individuals are indispensable to the proper functioning of civil society and constitutional government. These characteristics must be nurtured through various social agencies, including the school, in a healthy constitutional democracy.

The Democratic Teacher. Three generic components of democratic civic education that transcend political boundaries and cultures are (1) core concepts that denote essential knowledge, (2) intellectual and participatory skills that enable practical application of civic knowledge, and (3) virtues that dispose citizens to act for the good of their community. The effective democratic teacher develops lessons and learning activities for students that emphasize and intertwine the three generic components of international civic

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education in a classroom environment compatible with the theory and practices of constitutional democracy and liberty.

The democratic teacher, for example, emphasizes interactive learning tasks in which students are challenged to take responsibility for their achievement of educational objectives. The democratic teacher encourages and protects free and open expression of ideas in an atmosphere of academic freedom. Further, the democratic teacher establishes and applies rules fairly, according to principles of equal protection and due process for each individual. There is recognition that true liberty is inextricably connected with just rules, and that the equal right to freedom of individuals depends upon an equitable rule of law for all members of the community. Finally, the democratic teacher creates a classroom environment in which there is respect for the worth and dignity of each person.

Democratic teachers take responsibility for developing challenging and interesting lessons for students. Thus, they continue to educate themselves through a life-long program of reading, thinking, reflecting and planning to enhance their capacities for the education of citizens. They continue to seek, obtain, and use resources for civic education, such as those listed in this ERIC Digest.

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We the People... The Citizen and the Constitution

by Robert S. Leming

"We the People... The Citizen and the Constitution" is a national civic education program that helps elementary and secondary students understand the history and principles of our constitutional government. In addition, the program helps students develop a reasoned commitment to values that are integral to sustaining a democratic society. The program focuses on the U.S. Constitution and Bill of Rights and fosters civic competence and responsibility among students in public and private schools. The program is administered nationally by the Center for Civic Education through a network of 435 congressional district coordinators and 50 state coordinators. The program also includes the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands. More than 20 million students and 70,000 teachers have been involved in the "We the People..." program.

The "We the People..." Curriculum. The "We the People..." curriculum was developed by the Center for Civic Education and is presently funded by the U.S. Department of Education through an act of Congress. The program began in 1987 under the auspices of the Commission on the Bicentennial of the United States Constitution and Bill of Rights. The curriculum was written in consultation with leading scholars and educators from throughout the United States.

The upper elementary, middle, and high school textbooks examine the history and principles found in our Constitution and Bill of Rights through lessons that correspond to the essential questions guiding the National Standards for Civics and Government. The following are unit titles for the high school textbook: What are the philosophical and historical foundations of the American political system? How did the framers create the Constitution? How did the values and principles embodied in the Constitution shape American institutions and practices? How have the protections of the Bill of Rights been developed and expanded? What rights does the Bill of Rights protect? What are the roles of the citizen in American society? The unit questions in the upper elementary and middle school textbooks are similar in content. The "We the People..." curriculum complements the regular school curriculum and enhances the study of history and government. Students are encouraged to use critical thinking skills in a cooperative effort to master the content of the course and then demonstrate their knowledge through written and verbal assessments.

The Simulated Congressional Hearing. In addition to a comprehensive written test, the Center for Civic Education has also developed a culminating activity that simulates a congressional hearing. The hearing enables students to demonstrate through written speeches and oral communication what they have learned during the study of the textbook. Groups of three to six students participate as expert witnesses appearing before a panel of community members acting as congressional committee members. The hearings involve the whole class; students are responsible for the entire curriculum and specialize in one of the six units of the "We the People..." textbook (five units in the upper elementary textbook). Teachers are encouraged to involve community member experts as resources in their classrooms during preparation for the hearings.

The congressional hearing involves two parts. First, students present their prepared four-minute statements that answer unit questions designed by the Center for Civic Education. During the second part (six minutes), judges ask follow-up questions to probe the extent of students' understanding of the Constitution and constitutional issues. A panel of judges evaluates student responses using the criteria of understanding, constitutional application, reasoning, supporting evidence, responsiveness, and participation. Both the prepared questions developed by the Center and the follow-up questions asked by the judges are designed to help students reach higher levels of thinking.

At elementary and middle school levels, hearings are noncompetitive and can be conducted any time during the school year in the classroom or in more elaborate settings that encourage parents and community members to be involved as judges or observers. High school classes may conduct the hearings as a single class event or may choose to participate in congressional district, state, and national level competitions. Each year in the fall and early winter, classes throughout the nation participate in congressional district hearings. The winning class from each congressional district attends a state final held in the winter. The winning class at the state level represents the state at the national finals held in Washington, DC in late April.

Research Studies Confirm Effects of the Program. The Program Effectiveness Panel of the U.S. Department of Education's National Diffusion Network examined the reports of various research studies on the "We the People..." program and validated the powerful educational effects of the program on students' civic knowledge and attitudes. Several studies by the Educational Testing Service (ETS) in 1988, 1990, and 1991 concluded that students enrolled in the "We the People..." program at upper elementary, middle school, and high school levels "significantly outperformed comparison students on every topic of the tests taken."

In 1994, Stanford University Professor Richard Brody's study entitled, *Secondary Education and Political Attitudes: Examining the Effects of Political Tolerance of the "We the People..." Curriculum*, found that high school students taking part in the "We the People..." program develop a stronger attachment to political beliefs, attitudes, and values essential to living in a democracy than other students and most adults. The Brody study, based on 1,351 student responses, suggests that students involved in the "We the People..." program exhibit more political tolerance. They would place fewer restrictions on the speech, press, and the freedom of assembly of groups with diverse opinions, and they would place fewer restrictions on due process. In addition, the study revealed that students involved in the competitive format are more interested in politics, feel more politically effective, and perceive fewer limits on their own political freedom.

In 1994, the Council for Basic Education (CBE) conducted

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ethnographic case studies on the effects of the "We the People..." program in an effort to assess attributes that are not amenable to quantification. The Council's research indicates that "teachers feel excited and renewed.... Students are enthusiastic about what they have been able to accomplish, especially in terms of their ability to carry out a reasoned argument. They have become energized about their place as citizens of the United States" (Council for Basic Education 1994). The case studies also reveal that "without exception, teachers asserted that the [simulated congressional hearing] competition had a significant effect on student learning" (Council for Basic Education 1994).

The findings of an earlier study by the Council for Basic Education supported by the Office of Technology Assessment of the U.S. Congress substantiated the effectiveness of the "We the People..." program in goal attainment and higher level student learning. In her 1992 *Testing for Learning*, based on the findings of that study, author and principal investigator Ruth Mitchell asserts: "The competition has enormous potential as a model for the evaluation of history/social studies and government classes. It is the most imaginative and well-organized social studies assessment I know of—more impressive than current ideas at the state level."

In 1993, the Social Studies Development Center conducted a study examining the understanding of the Bill of Rights by high school students. The study compared 477 students who attended traditional government classes with 375 students who attended classes involved in the "We the People..." program. The results of the study indicate that 79% of the students enrolled in the classes using the "We the People..." curriculum performed better than the students enrolled in the traditional government classes. This "suggests that students participating in the 'We the People...' program gained knowledge and understanding of the Bill of Rights that is superior to students in government classes using traditional textbooks" (Leming 1993).

Information about the "We the People..." Program. For more information about the program, contact the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, California 91302-1467. The telephone number is (800) 350-4223. The fax number is (818) 591-9330. The e-mail address is center4civ@aol.com.

"We the People... The Citizen and the Constitution" high school classroom sets include 30 student books, a teacher's guide, a program participation handbook, 30 multiple choice tests, materials for performance assessment, and 30 certificates of achievement. A classroom set costs $250 plus 10% for shipping and handling costs. The student book is $10 (over 10 copies - $9 each). The teacher's guide is $7.50.

The middle school and upper elementary classroom sets include 30 *"We the People..."* student books and teacher's guide, the supplementary student text *With Liberty and Justice for All* and teacher's handbook, an instructional packet, 30 multiple choice tests, materials for performance assessment, and 30 certificates of achievement. The middle school classroom set costs $160 plus 10% for shipping and handling costs and the upper elementary classroom set costs $150 plus 10% for shipping and handling costs.

A few sets are available to each United States congressional district FREE OF CHARGE. Contact the Center for Civic Education for additional information.

References and ERIC Resources. The following list includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia, 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, announced monthly in the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

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Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center

by Guntars Catlaks and Valts Sarma

In May 1990, the Republic of Latvia declared the restoration of its independence and sovereignty. During and after World War II, the Soviet military occupied Latvia and forced the country into the Union of Soviet Socialist Republics (USSR). With the decline and demise of the Soviet Union, Latvians seized the chance to be free and restored their Constitution of 1922 as the frame of government for their democratic republic.

Origins of the Democratic Advancement Center (DAC). Knowing the close connection between well-educated citizens and democratic well being, many Latvians decided to reform the curricula and teaching methods of their schools. They quickly acted to replace Soviet-era courses on citizenship with new teaching materials and methods suitable for citizenship in a genuine constitutional democracy. And they looked to the West for help, which came initially from the World Federation of Free Latvians, an international organization that nurtured the spirit of national independence and liberty during the long and harsh Soviet occupation of their homeland.

The American Latvian Association, a component of the World Federation of Free Latvians and the largest organization of Latvians in the West, started a civic education project led by Rusins Albertins of the United States, which founded the Democracy Advancement Center (DAC) in Riga, Latvia. Financial support for the DAC was provided by the National Endowment for Democracy, an agency of the federal government of the United States of America. The DAC began its work in May 1993 under the leadership of Rusins Albertins and Anita Usacka, Professor of Law at the University of Latvia, who was the DAC's first Deputy Director. She was succeeded as Director by Guntars Catlaks, a researcher at the Latvian Institute of History and a teacher at N. Draudzina Gymnasia in Riga. Guntars Catlaks currently is President of the DAC, which in April 1995 became an officially registered independent NGO (non-governmental organization). His main assistant at the DAC is Valts Sarma, principal and teacher at Sala Primary School near Riga.

Curriculum Development at the DAC. The Democracy Advancement Center has designed and developed materials for a new course in civic education at the upper-primary levels of school–the eighth or ninth grades. Key ideas about the subject matter, teaching methods, and intended learners of the new civic education program are discussed below.

First, course content emphasizes the interactions of citizens with their constitutional government. There are lessons on the Constitution of Latvia, institutions of government, and rights and responsibilities of citizens. But civic education also involves the society in which government functions. So, there are lessons on the family, educational institutions, social groups, and the economy. In particular, the relationship of civil society to democratic governance is stressed, because there is no democratic governance if the society in general is not democratic. Finally, there are lessons on international relations, so that Latvian citizens will understand how they are connected to various regions and peoples of the world.

Second, the method of teaching emphasizes active learning instead of passive reception of information. Lessons require students to acquire and apply information and ideas rather than merely to receive and repeat them. They are challenged to use higher-level cognitive operations involved in the organization, interpretation, and evaluation of subject matter. Various kinds of group work are used to teach skills of democratic participation and decision making, such as role playing exercises, simulations, and political problem solving tasks. These active teaching methods are most compatible with the educational goal of developing knowledge and skills necessary to effective and responsible citizenship in a constitutional democracy.

Third, it is fundamentally important to emphasize civic education in the primary schools. Ideally, teaching and learning of civics begins in the earliest grades so that the child acquires a firm foundation of knowledge about democracy and citizenship. And the staff of the DAC has been involved in promoting democratic civic education in the lower-primary grades of schools. Given limited resources, however, the DAC decided that the greatest impact could be achieved by concentrating its efforts at the upper-primary level–grades eight and nine. This is the point at which a formal course in civic education could be required of all 15- and 16-year-old students and thereby expose them to the knowledge and skills of democratic citizenship before they finish compulsory schooling.

The three categories of ideas, described above, have guided the development of all curricular materials of the DAC. These materials include a (1) teacher handbook on civics, (2) student workbook on civics, and (3) textbook for ninth-grade students of civics. These materials have been used throughout Latvia in teacher education workshops and classrooms. In 1996, the civics textbook was made available to all ninth-grade students in Latvia. Developers of this civics textbook include Guntars Catlaks, Valts Sarma, Aija Tuna, Gints Apals, and Vija Rudina. An American civic educator, Professor John J. Patrick of Indiana University, served as a consultant to this textbook project with support from the United States Information Agency (USIA).

Teacher Training for Civic Education. From the beginning, the DAC staff members considered the education of teachers to be a critical component of their work. Unless teachers understand the content and pedagogy of civic education for democracy, the mission of the DAC will be unfulfilled. Thus, since 1994, the DAC has conducted more than 100 seminars and workshops for teachers in schools throughout Latvia. More than 800 teachers have participated in these programs, which are

Guntars Catlaks is President of the Democracy Advancement Center and Valts Sarma, Principal at Sala Primary School, is a member of the DAC staff.

based on the lessons and teaching methods of the teacher handbook and student workbook published by the DAC.

A complementary component of teacher training for civic education has been directed to pre-service education at colleges and universities. In 1994, a special one-semester course in civics was developed by a member of the DAC, Professor Arijs Orlovskis, for students at Liepaja Pedagogical University. In 1995, Professor Liesma Lapina of the Riga Academy of Pedagogy instituted the one-semester course in civics for students preparing to be teachers. In 1996, this course in civics for the education of teachers is being offered for the first time at Daugavpils Pedagogical College under the direction of Professor Irena Saleniece. Thus, as of 1996, civic education has become part of teacher education at three major pedagogical institutions in Latvia. The DAC will attempt to influence other teacher education institutions in Latvia to include civic education in the curriculum.

International Relations of the DAC. From the beginning, the DAC benefited from relationships with colleagues in other countries. Staff of the DAC have traveled to the United States to work with civic educators at the Social Studies Development Center of Indiana University directed by John J. Patrick, the Center for Civic Education directed by Charles N. Quigley, and the Council for Citizenship Education of Russell Sage College directed by Stephen Schechter. These civic education experiences for Latvians in the United States have been supported by the USIA and the United States Department of Education.

The DAC is a member of CIVITAS: An International Civic Education Exchange Program coordinated by the Center for Civic Education and funded by the United States Department of Education, with cooperation by the USIA. In particular, the American Public Affairs Officer in Riga, Phillip Ives, has been very supportive of the DAC and has facilitated its work in many valuable ways.

Since 1995, the DAC has cooperated with the Institute of Curriculum Development at Enschede, Netherlands. Using Dutch examples, teaching materials in social studies have been developed and tried out in 20 schools. Civic educators of other European countries have also cooperated with the DAC, such as Poland, Estonia, the United Kingdom, Lithuania, and Russia. Finally, the DAC has participated in the PHARE Democracy Program of the Council of Europe.

Conclusion. In its short life, since 1993, the DAC has been very productive in promoting civic education for democracy in Latvia. Its mission, though well begun, is far from finished. Challenges of the present and future include further promotion and development throughout Latvian society of knowledge, skills, and attitudes necessary for effective and responsible citizenship in the constitutional democracy of the Republic of Latvia.

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Part IV

An International Directory of Civic Education Leaders and Programs

IV

PART IV is a directory of civic education leaders and programs all over the world. It is a compilation of two lists: 1) the Education for Democracy/International Database (EDI/D) Organizational Listing, collected and published by Education for Democracy/International of the American Federation of Teachers Educational Foundation of Washington, DC, and 2) the Social Studies Development Center's own collection of contacts in the civic education field. The latest edition of EDI/D was published in paper in spring 1996. EDI/D is continually updated via CIVNET on the World Wide Web (URL: http://www.civnet.org). A new edition of this book, including a revised directory, will be published in 1997. We ask that readers please send us information about individuals or organizations promoting civic education not listed here so we may include them in the 1997 edition.

About Education for Democracy/International Database (EDI/D) and the American Federation of Teachers Educational Foundation

The EDI/D lists over 300 individuals and organizations throughout the world involved in civic education. Most of the organizations listed are non-governmental; however, some government organizations which are conducting model programs in the field are also listed. Listed as well are organizations that help to build international networks of civic educators.

The creation and maintenance of EDI/D has been supported by a grant from the National Endowment for Democracy. David Dorn is Director of the International Affairs Department. Steve Fleischman is Assistant Director.

For further information or to obtain a copy of EDI/D contact:

Education for Democracy/International
International Affairs Department
American Federation of Teachers
555 New Jersey Avenue, NW
Washington, D.C. 20001-2079

Since its creation in 1989, the Education for Democracy/International (ED/I) project has focused its resources on promoting educational activities that improve the teaching of democracy and civics throughout the world. The project has three main activities: teacher training and curriculum development, democratic skills and leadership training, and publications on democracy and education.

The AFT is an 895,000-member union of public and professional employees, including public and private school teachers, school-related personnel, higher education faculty and professionals, employees of state and local government, nurses, and health professionals. The union exists to serve the interests of its members as determined by democratic processes at the local, state, and national levels.

We wish to thank the American Federation of Teachers Educational Foundation for kindly permitting us to reprint their EDI/D directory. In particular we wish to thank David Dorn, Steve Fleischman, and their staff for their contributions. They deserve recognition for their hard work in putting together this first-of-its-kind directory and, in effect, uniting the world civic education community. We hope this directory will prompt communication and cooperation among the members of that growing community.

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Australia

Parliamentary Education Office
John Carter, President
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FAX: 06 277 5775

Austria

International Helsinki Federation for Human Rights
Aaron Rhodes
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FAX: 43-1 408 74 44

Belarus

Belarusan Humanitarian Educational and Cultural Center
Uladzimir Kolas, Director
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PHONE: 17-2-261-073
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Belgium

European Human Rights Foundation -
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Bulgaria

Bulgarian Association for Fair Elections
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Free and Democratic Bulgaria Foundation
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Asociacion Libro Libre
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Anti-War Campaign Croatia
Marjana Radakovic
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Croatia
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FAX: 385 1 271143

Center for Peace, Non Violence and Human Rights
Lidija Obad
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Committee for Human Rights
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Erasmus Guild - Institute for the Culture of
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CIVITAS:
AN INTERNATIONAL CIVIC EDUCATION EXCHANGE PROGRAM

To Strengthen Civic Education And Civic Culture

Civitas: An International Civic Education Exchange Program is a cooperative project of a consortium of leading organizations in civic education in the United States and other participating nations. The program, administered by the Center for Civic Education, is supported by the United States Department of Education and is being conducted with the cooperation of the United States Information Agency and its affiliated offices in participating nations in Eastern Europe and the former Soviet Union (EEN/NIS).

The program enables civic educators from the United States and the EEN/NIS to learn from and assist each other in improving education for democracy. The improvement of democratic education is essential to the development of a healthy civic culture and sustenance of vigorous democratic institutions.

The **Civitas** exchange program is an initial activity of *Civitas*, an informal international network of individuals and organizations being formed to strengthen civic education and constitutional democracy throughout the world. The formation of the *Civitas* network was initiated in June 1995 at the **Civitas@Prague** conference sponsored by the United States Information Agency. At the close of that conference participants representing over 50 nations signed a declaration pledging to "create and maintain a worldwide network that will make civic education a higher priority on the international agenda."

Supported by the **United States Department of Education** and the **United States Information Agency**

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CIVITAS: An International Civic Education Exchange Program
1995-1996

To strengthen democracy in newly constituted or reconstituted democracies, as well as in older, established democracies, a consortium of leading organizations in civic education is conducting an international educational exchange program. The primary purposes of this program are to:

- acquaint educators from EEN/NIS with exemplary curricular and teacher training programs in civic education developed in the United States.
- assist educators from EEN/NIS in adapting and implementing effective civic education programs in their own countries.
- create instructional materials for students in the United States which will help them better understand emerging constitutional democracies.
- facilitate the exchange of ideas and experience in civic education among political, educational, and private sector leaders of participating EEN/NIS, the United States, and other established democracies.
- encourage research to determine the effects of civic education on the development of the knowledge, skills, and traits of public and private character essential for the preservation and improvement of constitutional democracy.

These purposes will be accomplished through

- seminars for civic educators on the basic values and principles of constitutional democracy and its institutions
- visits by civic educators to school systems, institutions of higher learning, and nonprofit organizations which have exemplary programs in civics and government education
- translations of basic documents of constitutional government, and significant works on political theory, constitutional law, and government
- adaptations and development of exemplary curricular and teacher education programs
- joint research projects in the areas of curricular development and teacher education
- evaluation to determine the effects of civic education programs

The primary participants in the program are leaders in civic education, including curriculum and teacher training specialists, scholars in relevant disciplines, and educational policymakers from the United States and EEN/NIS.

The principal United States and EEN/NIS participants are as follows.

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  - Center for Civic Education
  - Mershon Center and College of Education of The Ohio State University
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  - Latvia: Democracy Advancement Center
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  - Russia: Association for Civic Education, in cooperation with Grazhdanin

The consortium is working closely with the U.S. Department of Education, the United States Information Agency (USIA), and other federal agencies. CIVNET, the new website established on the Internet by the USIA provides a means of linking all participants.

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World-wide Web users, be sure to visit
CIVNET
an international resource for civic education

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Sample ERIC Document Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.	**ED368657**
Author(s):	**Audigier, F., and G. Lagelee.**
Document Title:	CIVIC EDUCATION: TEACHING ABOUT SOCIETY, PASSING ON VALUES. REPORT OF THE COUNCIL OF EUROPE TEACHERS' SEMINAR (57TH, DONAUESCHINGEN, GERMANY, OCTOBER 12-17, 1992).
Institution/Sponsoring Agency and Date Published:	Strasbourg, France: Council for Cultural Cooperation, 1993, 44p.
Alternate Source for obtaining document:	Available From: Council of Europe, B.P. 431 R6, F-67006 Strasbourg Cedex, France.
ERIC Document Reproduction Service (EDRS) Availability:	EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language:	Language: English
Publication Type: broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.	Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source:	Geographic Source: France
Government:	Government: International
Target Audience:	Target Audience: Teachers; Policymakers; Administrators; Practitioners
Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education.*	Descriptors: *Citizenship Education; *Civics; *Civil Liberties; Classroom Techniques; Curriculum Development; Democratic Values; Educational Experience; Foreign Countries; Learning Activities; Secondary Education; Seminars; Social Studies; *Teacher Associations
Major and Minor Identifiers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education.*	Identifiers: *Council for Cultural Cooperation (France); Council of Europe (France); European Convention on Human Rights.
Abstract:	This seminar report describes debates that centered around three civic educational themes of identity/citizenship, civics and school life, and the study of the European Convention on Human Rights along with ideas presented at the opening of the seminar and general conclusions at the end. . . .

Sample ERIC Journal Article Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.	**EJ476757**
Author(s):	**Adler, Susan A., and others.**
Article Title:	PARTICIPATORY CITIZENSHIP: MADE AND REMADE FOR EACH GENERATION.
Journal Title, Volume, Date Published, and Page Numbers:	*International Journal of Social Education* 8 (Spring 1993): 67-74.
Reprint Availability:	Available From: UMI
Language:	Language: English
Descriptive Note:	Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); JOURNAL ARTICLE (080)
ISSN Number:	ISSN: 0889-0293
Target Audience:	Target Audience: Teachers; Administrators; Practitioners
Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education.*	Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Critical Thinking; Curriculum Development; Democratic Values; *Educational History; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Geography; History; Participative Decision Making; Politics of Education; School Business Relationship; *Social Studies
Major and Minor Identifers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education.*	Identifiers: *America 2000
Annotation:	Discusses the potential impact that the America 2000 reform effort might have on social studies and citizenship education. Argues that the preoccupation of America 2000 and the business community is short-sighted. Calls for social studies educators to recommit themselves. (CFR)

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Announcing *Building Civic Education for Democracy in Poland*

This volume is about teaching democracy. It is a reflective analysis of the effort since 1991 of a group of Polish and American educators to develop civic education programs for schools and teachers in Poland. This cross-cultural effort, Education for Democratic Citizenship in Poland (EDCP), was initiated at the request of the Polish Ministry of National Education and is a collaborative work of the Mershon Center and College of Education of The Ohio State University and the Center for Citizenship Education, Warsaw.

The idea for this book came out of discussions following a workshop in Warsaw in 1992. At this meeting, both Americans and Poles first began to realize that EDCP could be a long-term, successful endeavor with significant accomplishments. The group decided there that members needed to be reflective about their efforts, both to improve their own practice and to be able to share lessons learned with others concerned about civic education.

The ERIC Clearinghouse for Social Studies/Social Science Education collaborated with the National Council for the Social Studies to publish this book on the reconstruction of civic education in post-communist Poland.

The book, *Building Civic Education for Democracy in Poland*, was published in June 1996. The co-editors are Richard C. Remy of The Ohio State University and Jacek Strzemieczny, Director of the Polish Center for Citizenship Education.

The price of this book is $15 + $2 s/h. It may only be ordered from NCSS, 3501 Newark Street, NW, Washington, DC 20016 or call (202) 966-2061.

This book includes chapters on various aspects of democratic civic education in Poland and other parts of Central and Eastern Europe. There is discussion of the crippling legacy of communism, current obstacles to democratic reforms, and efforts to overcome those obstacles. The book concludes with an analysis of constitutional democracy in Central and Eastern Europe and a discussion of the global prospects for democracy. Authors of the 13 chapters of this book include Polish and American scholars and educational leaders.

Civic Education on the Internet: An Introduction to CIVNET

CIVNET is your international gateway to information on civic education, providing a vast library of civics teaching resources, discourse on civil society, information on organizations and programs, and links to other web sites. Resources include book-length documents, articles, and lesson plans contributed by educators, authors, and organizations.

CIVNET also offers a discussion group, CivTalk, through which educators, teachers, and researchers can query colleagues about teaching materials, methodology, and resources, as well as exchange information, ideas, and experiences.

Anyone interested in strengthening civic education is invited not only to use CIVNET, but to contribute to its development by offering teaching materials, the names of relevant organizations and programs, and links to complementary sites.

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- lesson plans and syllabi, and bibliographies for teaching civics, kindergarten-12th grade, as well as studies on civics-teaching methodology and pedagogy;
- an on-line global discussion group (listserv) on civic education;
- recent writings and speeches, commentaries, articles, lectures, and newsletters on civic education, civil society, and civic journalism;
- directories of organizations and programs, and funding resources, pertinent to civic education, civil society, and civic journalism, with hypertext links to other internet resources;
- calendars of civic-related organization's events, highlighting conferences and other special events;
- research findings on democracy containing, for example, public opinion data;

and

- a set of country pages, with maps and data, as well as links to related CIVNET materials.

The WWW address for CIVNET is http://www.civnet.org.

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